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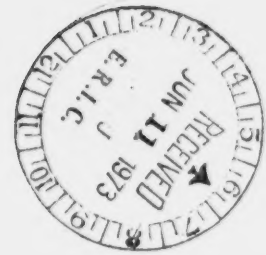
ABSTRACT

Eleven Menominee women interviewed 149 Menominee parents whose children attended School A, School B, Middle School, High School, Parochial School, or Miscellaneous (other District 8 Schools) in Minnesota from February to May 1969. Interviewers found most parents very interested in schools, and anxious to participate in the interview, although questions about home life were not always favorably received. Eighty percent of the respondents were females. Most parents (83%) placed a high value on formal education. The emphasis placed on formally teaching Menominee language and culture was not as strong (about 40%). The evaluation report for parents was divided in 10 sections: 1) characteristics of Menominee parents; 2) aspects of family life; 3) attitudes toward formal education; 4) attitudes toward tribal language and culture and formal education; 5) assessment of their contact and influence in school affairs; 6) attitudes toward administration; 7) contact with and evaluation of school administration; 8) school board contact and evaluation; 9) evaluation of school curricula; and 10) aspects "liked" and "disliked" about schools. Nearly all respondents (97%) appeared to have given consideration to the educational needs of their children.
 (KM)

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MENOMINEE PARENTS AND THE EDUCATION OF MENOMINEE CHILDREN

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INTRODUCTION

Data Collection

Eleven Menominee women interviewed one hundred and forty nine Menominee parents whose children attended one or more of the following schools; School A, School B, Middle School, High School, Parochial School or Miscellaneous (other District Eight Schools) during February, March, April and May of 1969. Interviewers were selected with the help of the Menominee County Community Action Program. As preparation for their work, the women attended several training sessions to acquaint them with the National Study of American Indian Education (NSAIE), the interview schedules, ways of interviewing, and the importance of keeping respondents comments confidential. The women made several good suggestions for revising the schedules and for gathering interviews.

Interviewers were given lists of parents whose children attended the schools studied. These lists were compiled from the schools' enrollment cards. They were also given a card signed by the NSAIE field director and superintendant of District Eight Schools to identify themselves to participants. The women interviewed as many parents as possible from all areas of the County. In addition to a salary, they were paid mileage.

Interviewers found most parents receptive and very interested in schools and anxious to participate in the interview. Questions concerning home life were least favorably received. A few parents found them especially offensive:

These questions are an invasion of privacy! They look as though some "long-haired professor" needs another study grant and I resent this use of my money as a taxpayer!

The timing of data collection was excellent. In March, Menominee Parents and Students for Better Education was formed as a power base for getting

District Schools to adopt changes which Menominee people viewed as necessary. The controversy stimulated community interest in education.

Style of This Report

Interview schedules provided considerable information which could not be well presented statistically. Respondents' comments were included in the report. [These usually appear on colored pages throughout]

Some data were not divided by school, other data were. The authors have attempted to clarify these distinctions as they occur.

Readers who are interested in other aspects of Menominee education will find the following reports helpful:

The Formal Education of Menominee Indian Children: Sociocultural and Socioeconomic Background Factors.

The Formal Education of Menominee Indian Children: Recent Educational Background Conditions.

The Parochial Education of Menominee Indian Children: A Study of One Problem School.

School Teachers and the Education of Menominee Indian Children: A Study of Two Elementary Schools.

The Formal Education of Menominee Indian Children at the Middle School Level: Teachers.

The Formal Education of Menominee Indian Children at the High School Level: Teachers.

A Summary Report on Menominee Indian Education: 1968-1970.

CHARACTERISTICS OF MENOMINEE PARENTS

Menominee field workers interviewed one hundred forty-nine parents. Data were categorized by comments addressed to the school(s) respondents' children attended. In some instances a parent commented only about School A although some of her children attended two other District schools. This respondent was placed in the "School A" category.

Parental Categories

	N	% of Total
School A	30	20%
School B	33	22%
School A & Middle School	13	9%
School B & Middle School	5	3%
School A & High School	3	2%
School B & High School	3	2%
Middle School	8	5%
High School	11	
Middle School & High School	5	3%
School A, Middle School & High School	6	4%
School B, Middle School & High School	3	2%
Parochial	15	10%
Parochial, School A	1	1%
Parochial, High School	5	3%
Miscellaneous:	8	5%

* * *

Eighty percent of the respondents were female, twenty percent were male.

Sex of Respondents

	<u>Male</u>	<u>Female</u>
School A	6-20%	24-80%
School B	6-18%	27-82%
School A/Middle School	5-38%	3-62%
School B/Middle School	1-20%	4-80%
School A/High School	0	3-100%
School B/High School	0	3-100%
Middle School	0	3-100%
High School	2-18%	0-82%
Middle School/High School	1-20%	4-80%
School A/Middle School/High School	1-17%	5-83%
School B/Middle School/High School	1-33%	2-66%
Parochial	2-13%	13-87%
Parochial/High School	3-60%	2-40%
Parochial/School A	0	1-100%
Miscellaneous	2-25%	6-75%
Total	30-20%	119-80%

* * *

Respondents ranged in age from twenty four to over sixty. More males (17%) than females were under thirty.

Ages of Respondents

	<u>Males</u>	<u>Females</u>
24-30	5-17%	3-6%
31-35	4-13%	21-17%
36-40	4-13%	22-18%
41-45	7-23%	15-12%
46-50	4-13%	15-12%
51-60	2-7%	18-15%
60+	1-3%	9-7%
No Data	3-10%	11-9%

* * *

Family size varied from one to twenty children. Family size peaked at three and four children and tapered downwards. The average family size was seven.

Number of Children

	1	2	3	4	5	6	7	8	9	10 or more
School A	4-13%	2-7%	5-17%	5-17%	6-21%	3-10%	1-3%	2-7%	1-3%	1-3%
School B	4-12%	6-18%	9-27%	11-33%	2-6%	1-3%				
School A/Middle School			3	4	2		2		1-7%	1-7%
School B/Middle School		1-20%		1-20%	2-40%	1-20%				
School A/High School			1-33%	1-33%		1-33%				
School B/High School						1-33%	1-33%	1-33%		
Middle School	4-50%	1-13%					1-13%	1-13%	1-13%	
High School	2-18%	3-27%	2-18%	1-9%	1-9%			1-9%	1-9%	
Middle School/High School					1-20%	1-20%	3-60%			
School A/Middle School/High School					1-17%	2-33%		1-17%	1-17%	1-17%
School B/Middle School/High School			1-33%	1-33%		1-33%				
Parochial	3-20%	2-13%	2-13%	1-7%	2-13%	1-7%	1-7%	1-7%	1-7%	1-7%
Parochial/High School			1-20%	1-20%	1-20%	1-20%			1-20%	
Parochial/School A								1-100%		
Miscellaneous	4-50%	1-13%	1-13%			1-13%	1-13%			
Total	21-10%	16-11%	25-17%	26-18%	18-21%	14-10%	10-7%	8-5%	7-5%	4-3%

Most respondents were Menominee; a few indicated an additional tribal affiliation. [Menominee-Oneida, Menominee-Potawomie, Menominee-Chippewa]. Among the respondents were members of the Stockbridge, Choctaw, and Winnebago tribes. Three percent of the interviewees were non-Indian, however their spouses were Menominee.

Parents' Tribal Affiliation

	Menom- inee	Menom- inee/ Oneida	Menom- inee/ Potawa- tomie	Menom- inee/ Chip- pewa	Stock- bridge	Choc- taw	Winne- bago	Non- In- dian	No Data
School A	27-90%	1-3%						2-7%	
School B	29-88%		1-3%		1-3%			1-3%	1-3%
School A/Middle School	11-85%					1-8%			1-8%
School B/Middle School	4-80%				1-20%				
School A/High School	2-67%								1-3%
School B/High School	3								
Middle School	6-75%		1-13%						1-1%
High School	8-73%			1-9%				1-9%	1-9%
Middle School/ High School	4-80%						1-20%		
School A/Middle School/High School	6-100%								
School B/Middle School/High School	3-100%								
Parochial	15-100%								
Parochial/High School	4-80%								1-2%
Parochial/ School A	1-100%								
Miscellaneous	8-100%								
Total	13-87%	1-1%	2-1%	1-1%	2-1%	1-1%	1-1%	4-3%	6-4

* * *

Nearly all respondents lived in Menominee County: four percent lived outside the County [in Shawano or Gresham].

Residence of Respondents

	Keshena	Neopit	Suring	Sand Lake	Gresham	Shawano	No Data
School A	24-80%	2-7%	2-7%			1-3%	1-3%
School B		25-76%					3-
School A/Middle School	9-69%	1-8%		1-8%		1-8%	1-8%
School B/Middle School		5-100%					
School A/High School	1-33%		1-33%			1-33%	
School B/High School		3-100%					
Middle School	1-13%	7-88%					
High School	4-36%	7-64%					
Middle School/High School	1-20%	3-60%					1-20%
School A/Middle School/High School	5-83%		1-17%				
School B/Middle School/High School		3-100%					
Parochial	7-47%		7-47%				1-7%
Parochial/High School	4-80%		1-20%				
Parochial/School A	1-100%						
Miscellaneous	2-25%	4-50%			1-13%	1-13%	
TOTAL	59-40%	65-44%	12-8%	1-1%	1-1%	4-3%	12-8%

* * *

Thirty eight percent of the respondents had never lived outside of Menominee County. Thirty two percent had lived and worked in other areas of the United States. Milwaukee (16%) and Chicago (15%) were most frequently mentioned.

Residence Patterns

	<u>Number and Percent</u>
Never lived out of Menominee County	57-38%
Shawano	2-1%
Milwaukee	13-9%
Oshkosh	3-1%
Chicago	13-9%
Crandon	1-1%
Michigan	1-1%
South Dakota	1-1%
Flandreau	1-1%
Marionette	1-1%
Franklin	1-1%
Illinois	1-1%
Minnesota	1-1%
Texas	1-1%
Sheboygan	1-1%
Canada	1-1%
Milwaukee, White Lake	1-1%
Milwaukee, Chicago	1-1%
Milwaukee, South Dakota	1-1%
Milwaukee, California	1-1%
Chicago, Oshkosh, Wisc., Antigo, Wisc.	1-1%
Chicago/Wausaw, Wisc., Oconto, Wisc.	1-1%
Chicago, Green Bay	1-1%
Chicago/Milwaukee/Ohio	1-1%
Milwaukee/Brillion/Sheboygan	1-1%
Michigan/Minnesota/Ohio	1-1%
Kansas/South Dakota/North Dakota	1-1%
Minnesota/Oklahoma/Kansas/Marshall Islands	1-1%
Chicago/New Jersey	1-1%
Antigo, Wisc./Hazelhurst, Wisc./Milwaukee	1-1%
Hayward, Wisc./Illinois/Shawano, Wisc.	1-1%
New York/Chicago/San Francisco/Michigan	1-1%
Milwaukee/Chicago/St. Louis/San Francisco	1-1%
Connecticut/Ohio/Chicago/Milwaukee	1-1%
Waukegan, Ill./Chicago/Milwaukee/Nevada	1-1%
Milwaukee/ In Wisc.: Shawano, Gillet, Aberlee/ Maryland	1-1%
California/Korea	1-1%
No Data	44-30%

* * *

The education levels of respondents ranged from third grade to college. Twenty percent of the males and of the females had completed eighth grade; twenty percent of each sex had graduated from High School. Nearly equal proportions had attended vocational schools or college. Over all males had slightly lower educational levels.

Educational Levels of Menominee Parents

Educational Level Completed	Male	Female
Third	1-1%	
Fourth	1-1%	
Fifth	1-1%	
Sixth	4-3%	7-5%
Seventh	3-2%	2-1%
Eighth	31-21%	30-20%
Ninth	11-7%	20-13%
Tenth	11-7%	20-13%
Eleventh	12-8%	21-14%
High School Graduate	30-20%	30-20%
Some Vocational	3-5%	7-5%
Some College	3-2%	2-1%

* * *

Respondents had most often received all (26%) or part of their education (28%) at one of the two parochial schools located in Menominee County. Twelve percent reported attending only District Eight Schools, others (13%) had transferred from Menominee County Parochial Schools to Public Schools (usually those administered by District Eight) to complete High School. Nine percent of the respondents had gone to BIA schools including Haskell and Flandreau.

Schools Attended by Menominee Parents

	Number	Percent
District Eight Public Schools	12	8%
Parochial Schools *	39	26%
Lutheran School	1	1%
School A or B* and Parochial*	3	2%
Parochial* [Elementary] High School**	21	14%
Parochial* [Elementary] Antigo for High School	2	1%
Parochial* [Elementary] Government Schools	5	3%
Boarding School	1	1%
Boarding School and Public School	2	1%
Indian School	2	1%
Parochial* and Haskell	4	3%
Parochial*, Suring High School, Haskell	1	1%
Parochial*, Vocational	4	3%
Parochial*, Public, Vocational	2	1%
Parochial*, School A*, Flandreau	1	1%
Public School, Training School	1	1%
Haskell, Flandreau	1	1%
Public and College	1	1%
No Data	44	30%

* School in Menominee County

** Other District Eight Schools

* * *

Sixty nine percent of the mothers were not employed outside the home. Most of those who worked were employed within Menominee County; six percent were employed by CAP, six percent by District Eight Schools, five percent by the Child Development Center, five percent did secretarial work. Only one mother held a professional position, Director of the Child Development Center. Other occupations included postal clerk, waitress, factory work, tavern keeper, student teachers aide, etc.

Occupations of Menominee Mothers

	<u>Number</u>	<u>Percent</u>
<u>Housewife</u>	103	69%
<u>Postal Clerk*</u>	2	1%
<u>CAP (6%)*</u>		
Worker	1	1%
Outreach Worker	2	1%
Mainstream Program	4	3%
Supervisor	1	1%
<u>District Eight Schools (6%)*</u>		
Teachers Aide	4	3%
Assistant Librarian	2	1%
Bus Driver	2	1%
School Secretary	1	1%
<u>Child Development Center (4%)*</u>		
Director	1	1%
Day Care	4	3%
<u>Secretarial (5%)*</u>		
Case Aide (Clerical)	1	1%
Secretary	1	1%
Office Work	3	2%
<u>Radio Operator</u>	2	1%
<u>Factory (5%)</u>		
Factory Worker	2	1%
Shawano Knitting Mill	1	1%
Assembler	1	1%
Machine Operator	1	1%
<u>Tavern Keeper*</u>	1	1%
<u>Waitress*</u>	1	1%
<u>Student</u>	1	1%
<u>Not in Home</u>	1	1%
<u>Deceased</u>	1	1%
<u>No Data</u>	5	3%

* Employed in Menominee County

* * *

Approximately thirty six percent of the fathers worked in Menominee County, forty percent were employed outside the County. The most frequent types of employment included: some aspect of logging at Menominee Enterprises (19%), laborer (19%), factory work (18%), machine operator (6%), welder (6%), law enforcement (4%), maintenance (3%), mechanic (3%) and carpen-

ter (3%). One percent of the men were unemployed, two percent were disabled, and five percent were retired. Four percent were deceased.

Occupations of Menominee Fathers

	<u>Number</u>	<u>Percent</u>
<u>Electrical Engineer</u>	1	1%
<u>Game Warden*</u>	1	1%
<u>Personnel Director</u>	1	1%
<u>CAP (2%)*</u>		
Worker	1	1%
Director	1	1%
<u>Menominee Enterprises (19%)*</u>		
Logger	4	3%
Log Sawyer	3	2%
Lumber Man	3	2%
Lumber Handler	1	1%
Works on Ch' es	1	1%
Mill Worker	4	3%
Supervisor	1	1%
Project Foreman	1	1%
Worker	1	1%
Forester	1	1%
Enterprise	1	1%
Logging Contractor	1	1%
Docker	1	1%
<u>Law Enforcement (4%)*</u>		
Police Officer	1	1%
Police Security	1	1%
Sheriff	1	1%
Radio Operator	1	1%
<u>Laborer</u>	29	19%
<u>Machine Operator (6%)*</u>		
Heavy Equipment	3	2%
Machine Operator	3	2%
Forklift	1	1%
Machinist	2	1%
<u>Factory (18%)*</u>		
Factory Worker	2	17%
Punch Press	1	1%
<u>Welder*</u>	9	6%
<u>Carpenter</u>	4	3%
<u>Maintenance (3%)*</u>		
Maintenance	1	1%
Foreman	1	1%
Water and Sewer Supervisor	1	1%
<u>Truck Driver*</u>	3	2%
<u>Mechanic</u>	4	3%
<u>Plumber*</u>	1	1%
<u>Night Watchman*</u>	1	1%

(to be continued)

	<u>Number</u>	<u>Percent</u>
<u>Contractor*</u>	1	1%
<u>LAE</u>	1	1%
<u>Tool and Die Maker</u>	1	1%
<u>Painter</u>	1	1%
<u>Parts Clerk</u>	1	1%
<u>Lakes Project*</u>	1	1%
<u>Store Owner*</u>	2	1%
<u>Trout Farmer*</u>	1	1%
<u>Janitor*</u>	1	1%
<u>Unemployed</u>	2	1%
<u>Disabled</u>	3	2%
<u>Retired (Total)</u>		
(Bailroad Man)	1	1%
(Farmer)	1	1%
<u>Deceased</u>	6	4%
<u>No Data</u>	23	15%

* Employed in Menominee County

* * *

Fifteen percent of the males had no military experiences. Twenty eight percent had belonged to the armed services, usually in the army.

Military Experience

	<u>Number and Percent</u>
None	23-15%
Armed Services	41-28% (TOTAL)
Army	17
Navy	4
Marines	3
Paratroopers	1
Navy and Air Force	1
No Data	85-57%

* * *

ASPECTS OF FAMILY LIFE

Data on Menominee home life was not complete, nor was it designed to permit indepth analyses and conclusions about Menominee life styles. Data suggested some of the standards of behavior Menominee parents expected of their children, some types of family activities and that Menominee parents were very concerned about their children's present and future lives.

Parental Value Transmission

Respondents briefly described values and standards of behavior they taught their children as well as methods for demonstrating approval and disapproval of various behaviors.

Most Menominee parents stressed independence ("teaching children to take care of themselves"), responsibility, and good interpersonal relationships ("getting along with others", "respect for others") in child rearing. Children were expected to help with some aspects of housework (empty garbage, bring in wood, do dishes, keep their room clean, help cook, etc.)

What things do your children learn at home with the family?

Everything that we can teach them to make them better people to live with. How to be dependable.

Good behavior and to respect their elders. Not to steal or lie. To accept responsibilities.

How to be a responsible person. To respect all others and their property. Things that will make them better people.

To get along with other kids. Manners and responsibility. How to handle money.

How to get along with others. The good and evil of the world.

We teach [our children] what is necessary to be independent and responsible.

To share and be considerate of each other. To do given chores on time and well. Neatness of self and surroundings.

Parents most frequently demonstrated approval by praising their children: "I tell them I'm proud of them." "I tell them and admire what they did." "I tell them I'm glad." Additional privileges [e.g. "going to a movie"], rewards, [getting one extra treat, having a friend stay over or getting extra allowance] also indicated parental approval.

Methods of Demonstrating Approval

	<u>Number</u>	<u>Percent</u>
Praise	68	46%
Extra Privileges	3	2%
Reward	8	5%
Treats	3	2%
Praise and Reward	8	5%
Method not indicated	10	7%
No Data	48	32%

Most respondents (87%) who discussed their methods of disciplining children did not use physical punishment. To demonstrate disapproval parents generally talked to their children ["I tell them why it is wrong and what the consequences would be if they do it again." "I talk to her or if necessary, a mild punishment. We do not spank her."] took away pleasurable things (i.e. toys, movies), or privileges, deducted from their allowances, sent them

to bed or grounded them. One fourth of the respondents spanked their children under some circumstances. Loss of privileges was most often used with Middle School and High School age children.

Methods of Disciplining Children

	Number	Percent
Talk to them	25	17%
Take away pleasure or privileges	17	11%
Punish	20	13%
Take away allowance	2	1%
Send them to bed	4	3%
Ground	5	3%
Send to bed, do extra work or stay in the house	2	1%
Speak to him. Remove him from a group if necessary. Physical punishment as a last resort.	1	1%
Holler at them and spank them	3	2%
Talk to them about it. If it does no good, spank them	12	8%
Spank	10	7%
Method not indicated	14	9%
No Data	24	16%

Family Activities and Children's Participation

All parents reported that their children participated in family activities. Teenagers appeared to participate in family activities less than elementary school children. All children helped with household duties [chopping wood, doing dishes, helping prepare meals, emptying garbage, pick up toys, help with house cleaning].

Families watched TV together, played together, went to movies, went shopping, picniced, swam (etc.). A few families regularly traveled to other Indian communities.

Parental Involvement in their Children's Lives

All parents knew something about their children's lives inside and outside the home. They were aware of and interested in each child's general school progress, friendships and other activities.

Parents Efforts to Socialize Children in Menominee Culture

Data concerning parents efforts to socialize their children into Menominee Culture were not precise. Questions designed to collect this data proved inadequate; the authors regard the following discussion as incomplete. Most parents said they did nothing to aid their children in learning about Menominee culture. [When asked whether Menominee language and/or culture should be included in school curricula: many parents strongly approved and indicated that they lacked this knowledge and therefore could not teach their children]. Twenty three percent attempted to teach their children about Menominee ways.

Menominee Socialization

<u>Type of Teaching</u>	<u>Source of Teaching</u>			<u>Total</u>
	<u>Parents</u>	<u>Relatives</u>	<u>Not Indicated</u>	
Menominee	2	3		5
Potawatomie		1		1
Participate in Indian Pageant			3	3
Attend Pow wows	3			3
Indian Ceremonials	1		2	3
Dancing	2			2
Indian Hunting Skills	1			1
Menominee Lore	4	4	3	11
Dancing and Menominee	1			1
Indian Lore and Menominee	1			1
Dancing, crafts, attend pow wows	1			1
Type of teaching not indicated				9
		TOTAL		35-23%

MENOMINEE PARENTS' ATTITUDES TOWARD FORMAL EDUCATION

Parents' Commitment to Formal Education

Most parents (83%) placed high value on formal education. This attitude was often reflected in parents' aspirations for their children. Fifty-four percent expected a minimum high school graduation; twelve percent expected their children to attend vocational school and eleven percent wanted their children to obtain college degrees.

Fourteen percent of the respondents indicated some concern for formal education. They wanted their children to attend school but did not appear to have particular expectations for their children in terms of educational level. Participants also appeared to give less encouragement to their children in school.

A few parents (2%) felt there was little value in formal education. They did not care whether or not their children attended school and gave them no encouragement.

Parents with older children [in Middle School, High School or Parochial] wanted high school and higher education for their children. At least eighty percent of the parents with children in the following schools expected their children's minimum education to be high school graduation: A/Middle School (85%); B/Middle School (80%); A/High School (100%); B/High School (100%); High School (82%); A/Middle School/High School (83%); B/Middle School/High School (100%); Middle School/High School (100%); Parochial (87%); and Parochial/High School (80%). Parents with children in Middle School (only) placed the least value on formal education (63%). Three-fourths of parents with children in public elementary schools valued education. College education was most often expected by parents of children in school A/Middle School (31%).

Values Placed on Formal Education

	<u>Formal Education Valued:</u>					
	Educa- tion was of little value	Some concern for for- mal edu- cation.	Expected at least graduate from High School	Expect educa- tion after High School	Expect College Degree	No Data
School A	1-3%	4-13%	14-47%	7-23%	2-7%	2-7%
School B		7-21%	23-7%	2-6%		1-3%
School A/ Middle School	1-8%	1-8%	6-46%		4-31%	1-8%
School B/ Middle School			3-60%		1-20%	1-20%
School A/ High School			2-67%	1-33%		
School B/ High School			2-67%	1-33%		
Middle School		3-30%	3-38%		2-25%	
High School		2-18%	4-36%	3-27%	2-18%	
Middle School/ High School			3-60%	1-20%	1-20%	
School A/Middle School/High School		1-17%	4-67%		1-17%	
School B/Middle School/High School			2-67%	1-33%		
Parochial		1-7%	10-67%		3-20%	1-7%
Parochial/High School		1-20%	1-20%	2-40%	1-20%	
Parochial/School A			1-100%			
Miscellaneous	1-13%	3-38%			1-13%	3-38%

Parents Perception of the Relationship Between Education and Adulthood

Forty-three percent of the parents who were interviewed thought formal education might influence their children's adult life. However, their conceptualizations of the effects were vague and undeveloped. asked:

Why do you want your children to go to school?

To learn things.

To learn, get experience and [have a] social life.

To get an education.

To learn to take care of themselves.

Although these parents did not perceive a direct relationship between formal education and adulthood they encouraged their children to attend and work in school:

[I tell] them they should.

Encouragement was given to children by:

I give them a preaching. If they don't want to listen at school; they'll have to listen at home.

I try to help them with their homework. But that is not all. I preach to them to try and be someone.

By being interested.

We tell them they have to do their homework and at a certain time. We really stress this point. This I think is really important.

I see that he gets to school.

I help her with her problems [or work].

I tell them they have to go to school, so they can learn to be smart, and be educated.

I tell them about it [education]. And [they] don't get what they want if their grades ain't good.

I show them what education can do by showing them examples.

I tell them education is good for them. Also by helping them with some of their school work.

Fifty percent of the respondents saw a concrete relationship between education and adulthood. Of these, thirty six percent believed higher education levels would enable their children to obtain good jobs.

I want him to have the chance that I could not have. I want him to be smart and have a profession.

To go to school to learn so they [children] can better themselves for the future.

To learn to solve her problems. Also [learn] everything that is needed for their occupation.

For better employment in the future [or to get a decent job].

To have a good education and be able to be a self-supporting person.

To get a good education because you need this to get where you want to go.

To learn something so they can make something of themselves so they can be successful in what they do.

I want them to finish. I was deprived of [my education] and I know how much that means.

So they can learn to be someone and be looked up to.

These parents also encouraged their children to attend school and do good work. Among their methods were:

I tell them that education is necessary to be what they want and to learn and to have a better standard of living.

I help with their school work and attend their programs in school.

I tell him if he brings home good marks,
it makes me happy.

I see that homework gets done. I get
them to school on time and insist on
regular attendance.

I praise them for work well done in
school. I try and find the reason for
their dropping behind if a report card
shows a drop.

I tell him without an education you can
not be nobody. I want him to have every-
thing I could not have.

I try to praise them good works. I
keep them clothes so they can be proud
of their dress.

I look over and praise the work they
bring home. I hang work on the wall.
I ask about school and what they do.
I am approving of school in general.

Fifteen percent were convinced formal education would create a life
style for their children which differed from that of many Indians or from
the life styles their children would experience without education. Some
parents comments are presented below:

I want my children to get an education.
To be able to compete and hold a job
in any community and command respect.
To be able to go anywhere. To speak
good English. To be treated as an
equal.

I praise them when they do good work.
I make them do homework. I set aside
a study period. I help them to correct
mistakes.

To become a responsible citizen and take
her place in the world as an educated
person to have a good life and a good
job. she needs an education. [She needs
it] so she can change and won't have to
be ashamed.

I explain the necessity of a good education in order to obtain employment and try to be a future leader in her community.

[My son needs an education]
To better prepare him to live in a world which still has much to learn about minority groups. He needs a job to learn and change things. [We have] daily conversations, usually at supper time, where each child is encouraged to talk about his day, or anything they choose. Even at four and eight-year-olds they are encouraged to participate in discussions especially about current events, education, etc.

I want them to be successful in chosen careers and earn a good living to make life more enjoyable. I praise them when they have a good report. I correct them when they don't and help them with their homework. I tell them to mind in school so they'll learn.

Parents with children in School A and Middle School (46%) and Parochial and High School (40%) most frequently regarded education as affecting employment and life style. Education was considered least important by Middle School (75%) and School A-Middle School parents.

Menominee Parents' Assessment of the Affect of Education on Adulthood

	Some- what Impor- tant.	Affects Employ- ment.	Affects Employ- ment and lifestyle	No Data
School A	16-53%	7-23%	5-17%	2-7%
School B	14-42%	16-48%	2-6%	1-3%
School A/ Middle School	4-31%	3-23%	6-46%	
School B/ Middle School	3-60%		1-20%	1-6%
School A/ High School	1-33%	1-33%		1-33%
School B/ High School	1-33%	2-67%		
Middle School	6-75%	2-25%		
High School	5	5	3-23%	1-8%
Middle School/ High School	2-40%	3-60%		
School A/Middle School/High School	2	4		
School B/Middle/ School/High School	1-33%	1-33%		1-33%
Parochial	6-40%	5-33%	3-20%	1-7%
Parochial/High School	1-20%	2-40%	2-40%	
Parochial/School A	1-100%			
Miscellaneous	1-13%	3-38%		4-50%
TOTAL	64-43%	54-36%	22-15%	12-8%

MENOMINEE PARENTS' ATTITUDES TOWARD TRIBAL
LANGUAGE AND CULTURE AND FORMAL EDUCATION

Menominee children should at least be taught the [Menominee] basic words, basic stomp dances and to observe the tribal customs of the Menominee people. Children need to see all scenic parts of the country and get to realize how these folks lived. Because when our old people die all the customs will die out.

Menominee Culture would give [Menominee children] an understanding of their background, how people lived long ago and how much their standard of living has improved. Everything that is teachable [should be included in] a history course. But also the book should stick to the exact truth no matter who would be offended either Indians or white man.

Menominee boys and girls can be proud to say they are Indians and not be ashamed of it. Because all the children see nowadays on TV or motion pictures is the Indian scalping the white man or killing him and acting stupid and dumb.

There are a lot of times that one of them [i.e. respondents children] asks me questions about [Menominee culture]. Like about our God in our time and how people used to live. I really can't tell them. I think that they should find someone who really knows all about this and can teach them all that. I think our culture should be saved.

Blue Paper in Original

Menominee Language

Thirty-five percent (52) of the respondents considered Menominee language useless. They did not want their children to learn the language in school and suggested no alternative environments in which knowledge of Menominee language could be acquired. Parents based their opinion on their perception of the uselessness of Menominee language, (N=22) lack of qualified teachers (N=19) and difficulty of the language (N=11):

[Menominee language] will serve no purpose in later life. You might as well have something useful.

I want my children to get out among other people to live and work. Their own language will be no help to them.

It is the young age now. Children should learn new ways. They should learn other peoples' language. They can't live here [in Menominee County] all their life.

You wouldn't find an English teacher trying to teach the Menominee language to an Indian. I don't think the children could ever learn it anyway.

I don't think they [children] could ever learn it. I don't think they could ever get on to it.

The Menominee language is too hard to learn. It is good enough to study Menominee culture and background.

There isn't any Menominee Indian that could teach the language because the Menominee language is too mixed with the languages of other tribes in this area.

It would take too much time and effort to teach [Menominee].

The Menominee language is outmoded.

Some parents (21%) expressed indifferent or ambivalent attitudes about the value of Menominee language. Their opinions varied from uncertainty about whether the language was important, should be taught at school, or anywhere: to labeling Menominee useless, but suggesting that opportunities [in or outside school] be available for children who wanted to learn Menominee.

I don't know [whether Menominee language should be taught in school]. I don't know it.

It makes no difference to me if [my children] learn it.

[My child's] interest wouldn't be too keen about it. There are not enough Indians in school to take a subject in their own language.

No one talks Indian in our schools and it would be quite expensive to teach it. Maybe they could learn it somewhere else. It depends on the child and if they had the teachers to teach them.

Only if [children] like it and are interested in it. But children should learn English first, then Menominee.

I'm undecided right now. Things are changing so fast.

If it can be arranged.

If it isn't too hard for them. But they won't need Indian language if they go on to school.

It would be nice to know Menominee but I don't see how or where it would get them anyplace.

Thirty-eight percent (57) of the respondents considered Menominee language as a very important and meaningful aspect of culture. They expressed strong desires for their children to become proficient speakers and hoped opportunities for learning Menominee could be created. [Parents' comments which demonstrate their value of Menominee language are presented on colored pages.] Of the respondents who highly valued Menominee, eighty-five percent (48) wanted school curricula to include the language, and fifteen percent (9) felt "home" or other settings were more appropriate.

A few parents who wanted schools to teach Menominee language offered spontaneous suggestions for appropriately teaching the language. They specified grade levels, elective classes, Menominee instructors, and suggested teaching Menominee and English together:

To a certain extent [language should be taught] in smaller grades and more extensively around third to fifth and sixth to eighth. Possibly it could be an elective in Senior High. Enough children probably would not understand Menominee well enough to grasp a subject being taught in it for quite a few years.

They should be taught the history of Menominee first. Then the language when they get a little older.

Language should be taught in High School.
[Four responses]

[Language should be taught] only as a "fun subject." In connection, perhaps with a local history course or other special projects.

Menominee language should be a special class. One could participate in classes only if they were as interested as other class members.

Menominee people themselves [should teach Menominee language]. [Three responses]

Teach children Menominee and English combined. [Four responses]

Parents who did not want Menominee language taught in school suggested home, the visitation center or other unspecified locations as more appropriate learning environments:

Tribal language is a part of [my son's] culture that should be taught by his parents along with respect for his heritage.

It [tribal language] should be taught at home, not in school [three responses].

If our children want to learn Menominee language some of our people can teach them.

Outside school would be [the] best place to teach Menominee.

There should be a special class somewhere in Menominee County.

No one speaks it [Menominee] here. I hope they will teach it at the visitation center because it is getting to be lost.

[My son] should learn Menominee 'but' not in school. Somewhere in the County.

Summary of Parental Attitudes Toward Tribal Language

	N	Percent
Negative Attitudes	51	35
Indifferent or ambivalent attitudes	31	21
Very positive attitudes	57	38
No Data	10	7

[The Menominee language] should not be forgotten. Why learn French or Spanish if you are not French or Spanish?

Menominee children should learn how to talk to their elders and keep the language from dying out [even though] it wouldn't be advisable or practical for job reasons.

I think a lot of [Menominee children] would like to be taught the tribal language. Some of them try when they hear others talking. There are some that look like real Indians. But they don't know their own language. They can pick up a subject after they learn Menominee language. They could interpret and guide tourists or translate what different things mean in Menominee language to White people they are guiding [through Menominee County].

[Menominee children] should know their language. I myself teach them some words that I know. But it is hard to teach four kids at the same time.

Very few Menominees can speak the language. I don't know of anyone that would teach it. I do not believe the children would be interested in learning it.

Link Paper in Original

Our language is being lost. Not very many people speak it. I think they should get some one who can teach it to children at school.

Not many adults today really know the language and can speak and understand Menominee. The language is already dying out. The children should at least be given a choice to learn his language the same as French, German, Latin, etc. This would help with the understanding of their language as well as learning the subject being studied.

[Menominee children] are taught everything else. The White man teaches all about massacres and uprisings so why don't they teach them something of value!!

[Menominee children] need to get a better understanding of the language and of being Indian. Then later in life our language will go on.

There is no one that can explain it [the Menominee language]. You have to learn it on your own. Children just should not learn [Menominee]. They will never be able to use it. We were told we have to live like the rest. So we just better do it.

Yellow Paper in Original

pp. 31-32 missing

-33-

I think children should [learn Menominee]. I have never had the chance to learn the language. I wish that I had the chance to, that is the reason that I would like them to have that chance.

Exposure to Menominee is good for young people. I gives them a sense of individuality [which is] badly needed in our nation today.

I don't know about anyone else. But I think my children should be able to speak their language. I believe this is really important to being Menominee.

A group of children could find amusement and joy as well as valuable uses for the language.

The language is slowly dying out. There are very few Menominee youngsters who understand the Menominee language let alone speak it. Schools should teach it.

Why should children learn it [the Menominee language]? It won't help them!

[Menominee children] should know about their own people. I believe that it is really important. I wish that I had been taught about these things because now when I meet other people they want to know about my people. I can't tell them very much about them, because I was never taught.

I don't know enough about [Menominee culture] myself to teach my children.

[Menominee children] should be able to tell any one about how they were the first Americans, that they were able to take care of themselves, and preserve their land. And about all of these [Menominee] things.

There are enough Indians in school. They ought to have a class on their own tribe.

Knowledge of tribal heritage is important. In Milwaukee the Negroes are learning about their ancestors. So learning about the Indians would give my children a little guide in what they are.

Blue Paper in Original

Menominee Culture

Most parents (79%) valued Menominee culture as important and meaningful to themselves and their children. Of these, thirty-two percent expressed positive attitudes:

[My child] isn't going to live on the reservation all his life. But he should know a little about his heritage.

He should know about the background of the tribe.

I think it is nice to know about our ancestors. My children ask their father about his people before him.

Nearly half (47%) felt it was extremely important for children to know about Menominee culture:

Most of our generation is now losing interest [in Menominee Culture]. I think our heritage should be kept up.

My children need to know about [Menominee Culture] so they can understand themselves better.

Because he's [her child is] a member of the tribe and should know things about Menominees.

I think [children] should know what their ancestors were like before there isn't anymore.

They should learn about their heritage so they can be proud to be a Menominee.

A few parents (4%) expressed indifferent attitudes toward Menominee cultures:

If the children want to learn about their heritage [they should be able to].

Eight percent of the respondents labeled Menominee culture, "useless". They did not want their children to learn about their tribal heritage:

It [knowledge of Menominee culture] wouldn't help them.

It [tribal culture] is useless.

My child is not a member of the tribe.

I'm not of the tribe.

Summary of Parental Attitudes Toward Tribal Culture

	Nega- tive	Indif- ferent	Positive	Very Positive	No Data
School A	2-7%	2-7%	11-37%	11-37%	3-10%
School B	4-12%		13-39%	14-42%	1-3%
School A/ Middle School	1-8%		5-38%	6-46%	1-8%
School B/Middle School	1-20%		2-40%	2-40%	
School A/High School			1-33%	2-67%	
School B/High School	1-33%		1-33%	1-33%	
High School	1-9%	1-9%	2-18%	7-64%	
Middle School	2-25%	1-13%	3-38%	2-25%	
Middle School/ High School			1-20%	3-60%	1-20%
School A/Middle School High Sch.			1-17%	4-67%	1-17%
School B/Middle School/High Sch.			2-67%	1-33%	
Parochial			2-13%	11-73%	1-7%
Parochial/High School			2-40%	3-60%	
Parochial/School A				1-100%	
Miscellaneous		2-25%	1-13%	2-25%	3-38%
TOTAL	12-8%	6-4%	47-32%	70-47%	11-7%

Indian culture should be taught to every child white and Indian both.

Not only the Menominee tribe but the tribes of all Indians should be studied.

Menominee children should know their origin. It is something that can't be taken away from us. It is being an Indian and something to be proud of. A true history would boost our morale.

Learning about [Menominee culture] that's the only way they'll get along when they go out in the world.

In the past Indians were considered savages and wild. Today the Indian is living more like the white man.

Blue Paper in Original

[Menominee history and culture should be taught in schools] in order to give Menominees a better self concept and understanding. American history books should tell the true story regardless of who it may hurt. Teaching Indian history at a local level would give both white and Indian children the understanding that is needed.

Some Menominee children are taught to be ashamed of their race. This is wrong. They should be taught in the classroom to be proud of their Indian heritage. [Schools should] simply follow the Indians way of life as far back as it can be traced. TV especially has always showed the Indians as a wild savage with no education, no dignity and no feelings. But Indian children had to learn how to hunt and fish to survive.

[Menominee children should know about Menominee culture] if they do they'll know what's going on up at the county. We are losing it pretty quick!

Blue Paper in the Original

Most parents reported that their children were not taught about tribal culture at school. A few parents who had children in Schools A and B indicated that interns had endeavored to include some information about Menominee culture:

Intern teachers [at Schools A and B] have attempted to have knowledgeable Menominees come in and talk. The most important thing they've accomplished is creating an enthusiasm for [learning about Menominee culture].

Two parents (1%) felt schools should avoid mention of Menominee culture:

I just don't think these things [tribal culture] will help them to gain their education.

There is no real need for it [Menominee culture]. We really should have more about the things we generally use. Like more general math and the everyday things a person needs just to get by.

Eighteen percent of the respondents felt "home" was the best place for Menominee children to learn about their culture. Parents supported their opinions with three reasons: no qualified teachers, because Whites could not properly teach about Menominee Culture, and prejudice in the schools.

[Menominee culture should not be taught in school] because of prejudice against them.

I'll teach them myself. I know more about it than the school.

I figure I can do that myself. I know all there is to know about my own people, and I can tell them more clearly than any one. I don't think there are any White teachers that know the real truth.

Most parents (75%) felt schools had an obligation to accurately include Menominee culture in their curricula. Many of their comments are presented on colored pages. History, culture [legends, tribal religion, dancing, beading, values, material aspects] and language were suggested as course content.

Several parents gave spontaneous suggestions for the mechanics incorporating Menominee culture in school curricula. Some felt elementary curricula should teach tribal heritage, some considered high school an appropriate environment, others indicated culture should be taught throughout the years. Most parents felt the courses should be electives.

As stated previously, it should be taught in the lower grades when the child is more conducive.

A history class should be taught as required subject both in grade school and high school.

An elective subject the children can pick if they want. Some of the dances should also be included.

A whole subject for a year or two, but as a selective course.

There should be elective courses in high school [four responses].

If Menominees learn more about their background they can get along with each other and among themselves. There should be a history book just for the Menominee tribe, and a required subject before a High School diploma can be obtained. I think Indian dancing should be taught, too.

A few parents expressed concern that Menominee courses not replace other important academic courses:

Maybe just for the county school [School A, School B, and Parochial]. One of my children goes to High School. I don't think that Menominee culture should be included if that would mean cutting another class. If all the pupils could take it, that would be different.

[Menominee culture should be included] but don't cut out any other subjects. Fix it so Menominee courses don't interfere with the other subjects at school.

Yes, to a reasonable extent but not to the detriment of the education that will earn him a living. The parents should be teaching him his tribal history and culture. Beginning in the grades our teachers incorporate Menominee Indian history and background wherever it fits in the regular program.

Ten percent (10) of the respondents who wanted aspects of Menominee culture included in school curricula clearly specified that the teacher be Indian or Menominee:

History, legends and language should be taught by a Menominee teacher who knows tribal language and lore.

The true history and culture, not what had been put in the school books by the white man, should be taught by an Indian who knows the true history and culture of the tribe.

All Indians should be taught a general Indian history by an Indian.

[Courses] should be taught by a Menominee who has knowledge of our culture, because for our part, as parents, we don't know enough about it ourselves to try to teach our children what we ourselves would like to know.

Only a Menominee, not a white man [should teach about Menominee culture].

Some Menominee who is qualified to teach the subject of history should give classes on it.

Get Menominee teachers to teach [four respondents].

One parent believed that teachers (not only students) needed courses about Menominee culture:

By informing teachers better about Indians it will help them understand Menominee students.

Interestingly parents with children in Miscellaneous Schools (40%), Middle School/High School (40%) and Middle School (38%) most often preferred to teach their children about tribal heritage. It is likely that parental perceptions of prejudice particularly at Middle School [see page for more discussion of perceptions of prejudice] influenced their opinion.

Naturally [Menominee culture should be included in school curricula]. They [Menominee children] should know that when they grow up. So that they don't lose their heritage when they grow up. And when they have children they can tell them to be proud they are Indians. [Interviewer: Why don't they learn about Menominee culture in school?] How should I know why schools don't teach it to them now. It is because its a white school they attend!

Menominee culture should not be lost. We have our way of looking at things and making things. The white man remembers only the bad things about our tribe. I think culture should be taught. It would show that Indians are able to cook good food, as well as other people like German or Italian.

There are many parents that have lost it [knowledge of Menominee culture]. Their children should have more reasons on why they are Menominee and be given something to be proud of. The basic culture of the past and present time should be taught.

Blue Paper in Original

My son has got to know something about [Menominee culture] and we don't really know what to tell him. Teach it to them in school. Have someone that really understands the culture of Menominee Indians teach it. Don't make it sound like the books do, "Dumb."

Everyone in every locality should be taught the local history and some of his ancestral background. No matter what they are -- Indian, Irish, Polish -- they all have history to be proud of and history to be sad about. Only by learning our historical background can our children understand themselves and their environment better. They must see through history, that there is not so much difference in people after all.

[Schools] do it [include history and culture] for the Black people. They certainly can do it for Menominees!

Blue Paper is Original

I think that our people have a lot of things that should not be forgotten. The good things that our tribe has done are never taught. If Indians had a big up-rising that is always taught. But if they could make a certain good food, or a good dish [it is not taught]. I think that is the thing to remember.

They are Indians. They should be taught about Indians. They should be proud of the fact that they are Indians.

By watching old movies on Indians. I can't explain that our race is different from what they see on TV. They can't understand the way they put the Indian and his ways. It would be a good idea to teach them in school that we are just like anyone else.

I think that they should be told that the Indian was here first, that the white people took their land, and all about how the Indians have been treated.

[Menominee culture should be taught in school] so children will understand their heritage and have their own identity.

Blue Paper in Original

Parental Assessment of Schools' Actual Relationship to Menominee Culture

	Attacked Menominee Culture.	Suppressed any Mention or use of Menominee Culture.	Recognized existence of Menominee Culture, does not encourage or discour- age learning about Tri- bal culture.	Schools do a little Ed- ucation about Menominee Culture.	Schools Support Tribal Culture in a minor way.	No Data.
School A	4-13%	2-10%	17-57%	1-3%	1-3%	5-17%
School B	4-12%	1-3%	24-73%			4-12%
School A/Middle School	5-38%	1-8%	4-31%		1-8%	1-8%
School B/Middle School			4-80%	1-20%		
School A/High School	1-33%		2-67%			
School B/High School			2-67%	1-33%		
Middle School	1-13%		7-88%			
High School	1-9%		9-92%		1-9%	
Middle School/ High School	1-20%		4-80%			
School A/Middle School/High Sch.	1-17%		5-83%			
School B/Middle School/High Sch.			2-67%			1-33%
Parochial			13-87%			1-7%
Parochial/High School		1-20%	4-80%			
Parochial/School A				1-100%		
Miscellaneous			5-63%			3-38%

Summary of Ideal Relationship Between
Formal Education and Menominee Culture

	Avoid Mention- ing.	None*	School Should Actively Sup- port Menominee Culture	No Data
School A		5-17%	22-73%	4-13%
School B	1-3%	7-21%	22-67%	3-10%
School A/Middle School		2-15%	11-35%	
School B/Middle School	1-20%	1-20%	3-60%	
School A/High School			3-100%	
School B/High School		1-33%	2-67%	
Middle School		3-38%	4-50%	1-13%
High School		2-13%	9-82%	
Middle School/High School		2-40%	3-60%	
School A/Middle School/High Sch.		1-17%	5-83%	
School B/Middle School/High Sch.			3-100%	
Parochial		1-7%	13-87%	1-7%
Parochial/High School			5-100%	
Parochial/School A			1-100%	
Miscellaneous		2-25%	3-38%	3-38%

* Respondents felt families not schools should be responsible for teaching children about Menominee culture.

MENOMINEE PARENTS' ASSESSMENT OF THEIR CONTACT AND INFLUENCE IN SCHOOL AFFAIRS

Parental Contact and Involvement in School Affairs

Forty percent of the parents had not visited their children's school(s) during the 1968-69 academic year. Twenty-four percent had attended special conferences (held at the request of school personnel) to discuss problems a child was encountering at school:

The teacher sent for me because the kids were fighting [School A].

I only saw the principal. He sent for me. [High School, Middle School].

Informal involvement in school affairs was reported by twenty-seven percent of the respondents. They had met teachers and visited school for a variety of reasons (conferences, open house, report card day) and some attended PTA irregularly.

A teacher brought my child home because she was sick. I take lunch money and visit with the teacher about studies. [School A].

I go to parent-teacher conferences, open house and for friendly visits. [School A]

I saw teachers at parent-teacher conferences and open house. Sometimes I go to PTA [School A]

I go to pay for her dinners (she eats at school) and when I wanted help finding some lost articles. The teacher seems disinterested in helping me find them. I also see what progress she is making. [School A]

I know both [my children's] teachers from taking the children to school the first day. However, I only met them briefly. I also had a couple of phone conversations with them. One teacher brought [my child] home three times. She thought she shouldn't be in school. But I think teacher is too old to cope with Head Starters. I've also gone to Parent-teacher conferences. [School B]

I go and visit the classroom quite often. That's how I meet them [teachers]. [School B].

I met [the teachers] at the first parent-teacher conference and by taking them riding, at church socials, at my Mother's house and when they come over to my house to visit. I take over in the classroom for the Sister sometimes and also go just to observe my children. [Parochial]

I go to parent-teacher interviews. I visit school occasionally and see the teachers when I do work connected with the church. [Parochial]

She [the teacher] came to my place of business. I was invited to see how the children spent their school day and I did. [Parochial].

I go to parent-teacher conferences and make regular visits to the classroom for progress reports from teachers and personal notes sent home. Some teachers came once just to visit the children at home. I invited them to a picnic. [Parochial]

Some of the same Sisters taught me. I go just to visit school or to teacher-parent conferences. I see teachers at church doings [Parochial].

I attend parent-teacher meetings and little get-togethers at school. [Parochial]

Senior High has too many [teachers] to really know them. I know [Parochial teachers]. I also knew some when the others were in Catholic School. I go to parent-teacher conferences [at Parochial] and Open House at High school. [Parochial, High School].

I got acquainted with [Parochial teachers].
I belong to the St. Anne's society. I go
to visit Parochial and to teacher conferences.
But not at High school. [Parochial, High
school].

I don't know all the High school teachers.
There are too many. But in the county
[school] it is different. I know them.
I've gone to visit [School A] for Open
House and to get the report card. [High
School, School A]

I visited when they [my children] were en-
rolled in school. [Middle School, High
school]

[My child] has several teachers [at
Middle School]. I met some at Open House.
[Middle School]

I know those at Neopit Public School, and
some at Middle School. I met them through
PTA. [School A, Middle School]

A few parents (3%) were definitely involved in the affairs of Schools
A and B and Parochial. In addition to visiting school, going to Open
House and Parent-Teacher conferences they attended PTA and community ed-
ucational meetings regularly.

I know most of the 180-odd teachers in the
school district but am particularly with
those my children know. I go to conferences
and Open Houses at the Schools [B, Middle
School, High School]. I go to PTA [in
Menominee County] and to education meetings.

Parents whose children attended Middle School or High School were
least likely to have had contact with school personnel. School A parents
were most likely to have contact with school personnel. Only parents
whose children attended schools in Menominee County appeared to be
involved in school affairs.

Comparison of Parental Contact and Involvement in School Affairs

	No Con- tact	Special Con- ference	Informal Contact and In- volvement	Defi- nitely In- volved	No Data
School A	11-37%	5-17%	9-30%	3-10%	2-7%
School B	14-42%	12-36%	7-21%		
School A/Middle School	5-33%	3-23%	5-38%		
School B/Middle School	2-40%	1-20%	1-20%		1-20%
School A/High School	1-33%	1-33%	1-33%		
School B/High School	2-61%		1-33%		
Middle School	5-63%	1-13%	1-13%		1-13%
High School	5-45%	3-27%	3-27%		2-18%
Middle School/ High School	1-20%	2-40%	2-40%		
School A/Middle School/ High School	3-50%	3-50%			
School B/Middle School/ High School	1-33%	1-33%		1-33%	
Parochial	6-40%	2-13%	6-40%	1-7%	
Parochial/High School	1-20%	1-20%	2-20%		1-20%
Parochial/School A	1-100%				
Miscellaneous	2-25		2-25		4-50%

Parents' Perception of Individual and Community Influence
on School Affairs

Respondents believed that they constituted a more powerful influence on school affairs as individuals than as an "Indian community". Eighty seven percent felt "the community" had "very little" or no influence on schools; however, only fifty seven percent believed that they (as individuals) had very little or no voice in the operation of school. Parents [as individuals] emerged as a more powerful force because those who attended PTA believed they had some influence in school affairs but more parents felt the "Indian community" and its interests were poorly represented by the School Board in general and in particular the member from Menominee County.

An equal percentage of respondents (26%) felt they as individuals and the "Indian community" possessed a meaningful voice in planning school policies and programs.

Parents' Individual Influence on School Affairs

	None	Very Little	Some Influence	Considerable influence	No Data	Don't Know
School A	8-27%	9-30%	8-27%		5-17%	
School B	6-18%	11-33%	9-27%		7-21%	
School A/Middle School	3-23%	5-38%	3-23%		2-15%	
School B/Middle School		2-40%	2-40%		1-20%	
School A/High School	1-33%		1-33%		1-33%	
School B/High School		1-33%	2-67%			
Middle School	1-13%	3-38%	4-50%			
High School	5-45%	2-18%	1-9%	1-9%	2-18%	
Middle School/High School	2-40%	1-20%	2-40%			
School A/Middle School/High School	4-67%		2-33%			
School B/Middle School/High School	1-33%		1-33%		1-33%	
Parochial	3-53%	4-27%	2-13%		1-7%	
Parochial/High School	2-40%	1-20%			1-20%	1-20%
Parochial/School A		1-100%				
Miscellaneous		3-38%	1-13%		4-50%	

* * * * *

"The Indian Community's Influence on School Affairs

	No Influence	Very Little Influence	Meaningful Voice	No Data
School A	7-23%	10-33%	3-27%	5-17%
School B	1-3%	22-67%	2-6%	8-24%
School A/Middle School	4-31%	5-38%	3-23%	1-8%
School B/Middle School	1-20%		2-40%	2-20%
School A/High School	1-33%	1-33%		1-33%
School B/High School			2-6%	1-33%
Middle School		1-13%	6-75%	1-13%
High School	3-27%	4-36%	4-36%	
Middle School/High School	2-40%		3-60%	
School A/Middle School/High School	1-17%	1-17%	3-50%	1-17%
School B/Middle School/High School	1-33%		1-33%	1-33%
Parochial	2-13%	8-53%	2-13%	3-20%
Parochial/High School	1-20%	2-40%	1-20%	1-20%
Parochial/School A				1-100%
Miscellaneous		4-50%	1-13%	3-38%

Do you feel you have a voice in deciding
what goes on at school?

No. The parents don't speak up enough
and there is not the right kind of
representation [for Menominees].

Yes. I certainly have the right to give
my opinions. However, many people do not
exercise this right. Including me.

If something isn't right I can bring it
up at the PTA meetings.

No. I never say anything cause no one
would listen.

This is all taken care of. And you don't
and can't change it.

No. There are too many white people on the
board, and they outvote the Indians.

Yes. If anything came up that I felt wrong,
I could go to the board and complain.

No [The Board] gives you a big line.

If you talk up maybe someone will listen.

Blue Paper in Original

Do you feel you have a voice in deciding
what goes on at school?

Only if you holler loud enough.

It is a loss of time to go and state our opinions.

No. The rules and decisions are presented after they are made only.

I know I can express my opinions. This does not mean it will end up as a "majority feeling."

Yes. We have a member on the Board from our County.

No. Because I don't speak up for myself I suppose.

No. The board has all the say.

Yes. Especially when parents can work through groups like PTA and their elected School Board.

No. The political establishment pressures [have all the power].

Yes. If enough parents get together they will hear our gripes.

Blue Paper in Original

MENOMINEE PARENTS' ATTITUDES TOWARD TEACHERS

Parents Assessment of Teachers Efforts to Initiate Contact

Twenty-six percent of the respondents reported that teachers had not contacted them. A few parents received telephone calls (3%) or notes (3%) from teachers. Fifteen percent had attended special conferences called by a teacher. Teachers talked with one-fourth of the parents (informally) during school meetings (i.e. PTA, Open House, etc.). Seven percent had met teachers (informally) outside of school and in school. Two or more types of teacher contact were reported by thirteen percent: notes and special conferences (2%); special conferences and informal meetings at school (2%); notes and special conferences, informal meeting at school (1%) notes, teacher visited parent (1%) telephone, special conference, teacher visited parent (1%) special conference, informal meeting at school and teacher visited parent (1%); Telephoned, informal meeting at school, teacher visited parent (1%).

Parents' Assessment of Teachers' Efforts to Contact Them

	None	Notes	Telephone Calls	Special Conference	Talked Informally At School	In School and Informal Contact Outside School	Notes and Informal At School	Notes and Informal Conference	Special Conference and Informal Meeting At School	Other Combinations	No Data
School A	6-21%	1-3%		3-10%	0-30%	2-7%	3-10%	2-7%	1-3%		2-7%
School B	10-30%		2-6%	7-21%	12-36%					1-3%	1-3%
School A/Middle School	2-15%			1-8%	7-54%		2-15%				1-8%
School B/Middle School	1-20%				2-40%				1-20%	1-20%	
School A/High School	3-10%										
School B/High School	1-33%				2-67%						
Middle School	3-38%	3-38%		1-13%	1-13%					3-27%	
High School	6-55%				1-9%						
Middle School/High School	2-40%			1-20%					1-20%	1-20%	
School A/Middle School/High School	4-67%			1-17%	1-17%						
School B/Middle School/High School				1-33%	2-67%						
Parochial				4-27%		9-60%		1-7%		1-7%	
Parochial/High School	1-33%			1-33%						1-33%	
Parochial/School A				1-100%							
Miscellaneous			2-25%								6-75%

Parental Evaluation of Teacher Quality

Most parents had children in more than one school. For clarity, when parents who addressed teacher quality of two or more schools, their comments on individual schools were separated.

Parents had more contacts with and better knowledge of the schools in Menominee County [School A, School B and Parochial]. However a few parents in all schools felt unable to comment on teacher quality:

There are too many to know what each teacher is doing.

I haven't met [the teacher] yet.

I don't really know [how good the teachers are]. [Five responses].

More respondents felt Middle School teachers (55%) and High School (31%) were poor. Among their criticisms of teachers were prejudice directed at Menominee students, large class size, and failure to understand Menominee youth and the needs of individual students. Parochial teachers were given the most positive ratings; good (58%) excellent (14%). Teachers at Schools A, B and High School were most likely to be considered 'okay'. Respondents felt these teachers were not good, neither were they poor; they were just satisfactory.

[Teachers] at School A are good. High School and Middle School teachers are just drawing wages for nothing.

Only some of the teachers are bad. It depends on which school it is. Teachers at High School and Middle School are unsatisfactory.

Since [my son] is in [Middle School] he has improved. But there should be more Menominee teachers.

[High School] teachers haven't got patience. At times they could be a little more understanding to [Menominee students'] problems.

The teacher is doing good with [my son]. He is a slow learner. [Middle School].

[My son] had real good grades. So that proves the teachers are doing good. [High School].

Some [Middle School teachers] are okay and some aren't. One especially is really prejudiced against the Menominee students.

Three [Middle School] teachers are poor. One does a good job.

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[The teachers] are really doing good. My children are doing real good. [School B]

[The teachers] are okay. They [my children] aren't complaining anyway. [School A].

They [teachers] are doing okay. Sometimes it is the kids too that makes the teachers mean. [School B].

One teacher is all right. But not the other. She is a bad [teacher]. But I guess it don't do no good to complain. [School B]

There [are] too many kids in one classroom for one teacher to do a good job. [School A]

[The teacher] doesn't do too well. She doesn't take time enough to explain and make sure they [children] get it okay. [School A]

The teachers are good. [School B]

I don't think she knows what she is doing. [School B]

Blue Paper in Original

[My children] don't complain and seem satisfied so
I guess they [teachers] are okay. [Parochial]

As well as could be expected with two classes in
one room. [Parochial]

The [Parochial] teachers are good. [My children
learn a lot.

The teachers at [Miscellaneous schools] do okay.

Blue Paper in Original

Parental Ratings of Teacher Performance*

	'poor' or 'not very good'	'okay'	'good'	'excellent'	No Data
School A	8-15%**	24-48%	18-35%		2-10%
School B	3-6%	25-56%	13-34%		3-6%
Middle School	22-55%	16-40%			2-5%
High School	11-37%	17-47%	8-16%		
Parochial	1-5%	3-14%	14-58%	3-14%	
Miscellaneous	1-13%	4-50%	3-38%		

* Percent based on N of total comments about the particular school.

**Seven of the parents felt the same teacher at School A was "very poor."

Respondents also discussed the qualities of a good teacher. These included interest in children in her(his) class (13%-20), understanding (14%-22), patience (5%-8), recognition of the individuality of students (5%-8), respect for students and/or parents (4%-6), no prejudice or discrimination toward Menominee students (13%-20) spending extra time with students who need help, (3%-4), getting along with students (5%-7), teaching effectively (6%-9) maintaining contact with parents (4%-6) and keeping control or discipline among students (10%-14). [No data were available for seventeen percent (25) of the respondents.] Parents were very concerned with teachers attitudes toward students. A good teacher should treat children with respect, demonstrate no prejudice, recognize individuality, be understanding and patient and have an interest in children and an ability to get along with them.

[A good teacher is] one the parents and pupils like and respect. And who respects them [parents and children].

If a teacher likes children and wants to teach he or she will be good. They will be educated, patient, understanding, and will be able to create enthusiasm.

[A good teacher] takes the time to know and understand the children and parents. The parents should get to know the teacher so they can work together.

[A good teacher] is one that will take time to help a single child.

A good teacher understands the child's needs and what they teach should be meaningful, it should inspire and encourage young people to challenge.

A good teacher is strict but still acts like a human being with the children.

[A good teacher] is one that understands the children and one that isn't prejudiced against the Indian students.

A good teacher doesn't use physical force to handle his students. He has to enjoy teaching.

Blue Paper in Original

MENOMINEE PARENTS' CONTACT WITH AND EVALUATION OF SCHOOL ADMINISTRATION

Thirty percent of the respondents reported having private conferences with school administrators. Over half (58%) had never met the principal(s) of their children's schools, eleven percent could not identify the principal(s) by name. Parents who had conferences were most likely to perceive principals as interested in their opinions. Respondents who had no contact with principals were more likely to perceive them as disinterested.

Perceptions of Principal'(s) Interests in Parents' Opinions

<u>Level of Interest</u>	Parents Who Conferred With principals	Parents Who hadn't Conferred with Principal(s)
Interested/a conference produced satisfactory results	33-75%	36-41%
Disinterested/ or a conference produced poor results	8-16%	21-24%
Didn't know if principal(s) were interested		12-14%
No Data on interest	3-7%	13-21%
Total	44	87

Most respondents rated the administration of Schools A and B as satisfactory. Ninety percent of the respondents with children in High School regarded that school's administration as "very poor". They believed these principals demonstrated prejudice toward Menominee children and were not interested in parents' opinions. The Middle School administration was considered "poor" by two-thirds of the respondents [whose children attended the school] and satisfactory by one-third. Parochial School's administration was rated as "very good". Miscellaneous was regarded as satisfactory.

Schools A and B

I'm not sure that the [School B principal] is doing his job well. I can't see from where I stand. I had correspondence about school attendance. I was not very impressed with his letter. He has been very impolite and snooty. I don't know if he's interested in Indian parents.

[The School B principal] must be [doing a good job] or he wouldn't send notes home.

I resent all the understudy the principal [does] because he seems to find fault with my private life.

The principal tries to get in contact and know the parents. He is very understanding with the students.

I know that if we have a problem child, he'd help us with the problem.

The principal takes the time to listen [to parents]. He seemed ready to help when I asked him.

Blue Paper in Original

Schools A and B

[The principal] has control over the school situation and we have heard no complaints about him. I think he would be interested if I had expressed any ideas or feeling to him.

A lot of principals and teachers ain't doing the right thing. I can't say just what and I wouldn't. [I've talked to the principal] many times about the trouble at the school with teachers and never get anywhere.

[The principal] is a well-trained man for this job. He tells us [parents] that we can always talk to him if we feel the need. [Respondent hadn't talked with the principal.

I have no complaints [about the School A principal].

[The School A principal] seems to understand our problems. [Respondent hadn't talked with him]. He can't talk to everyone.

He'll listen if we need to complain about some things.

Blue Paper in Original

Middle School

[The Middle School Principal] is very interested in my boys and I appreciate that very much. [After I met with him] my children's work improved a great deal.

[My husband] had a conference with [the Middle School Principal]. It was okay. The result was that our child should be on time for classes. He done better after the meeting.

[The Middle School principal] holds his job so he must be all right. [Respondent hadn't met with him]. The principal tries to reason with the kids.

If your child is in error [the Middle School Principal] would let you know about it. [Respondent hadn't met the principal]. He tries to see that the child is learning and progressing.

The older kids get in too much trouble. The principal should try and understand "all" his students. What's he there for anyway? I talked on the part [of my children]. I got no result to the problem. Some of the white children at Middle School try not to get along with the Indian children. Of course, a child starts his own trouble. But I can't get any headway with [the principal].

Green Paper in Original

Middle School/High School

As far as I can determine [School B's principal] seems to be good. I feel [the Middle School Principal] is not secure enough in his job and therefore listens to dictates of those who dislike Indians. He is not really interested in my opinions.

I've met with [the Middle School Principal]. I think he dislikes the Indian students at Middle School.

Only [the Principal at School A] is good. The two principals in town [at Middle School and High School] seem unfair to Indian children.

[The principal at School A] is doing a good job. The ones at [Middle School and High School] are poor.

[Principals at Middle School and High School] could do a lot better job.

I think they [my children] are receiving a good education. But some teachers and principals [at Middle School and High school] are prejudiced against Indians.

I really couldn't say if the [Middle School and High School principals] are good or bad. I feel like I would have to be a member on the School Board to know them better. [I met with the Middle School principal] and got the right guidance for my son's education.

Blue Paper in Original

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High School

[There are] too many things that come up [at High School] that shouldn't have come up. [The High School principal is] more of a dictator. The principal at [Parochial] is interested in Indians. But not the one at High School.

In some things [the High School principal] is all right. But he is prejudiced about Indians.

The High School principal doesn't understand our [Indian] problems. He has one set way. It can only be his way regardless. [I had a conference with him.] I did not get anything done. [My son] ended up in court.

[The High School principal] doesn't like Indians.

[The High School principal] is prejudiced against Indians. I have never expressed my ideas about education to the principal. But he is not interested in Indians. [At High School] the hot lunch is not evenly distributed among the kids but everyone pays the same.

[I have seen the High School principal] many times concerning my child's educational program and progress. The results were good. We understood more fully the particular needs of our child.

Blue Paper in Original

High School

[The High School principal is good. Otherwise he wouldn't call me in to see him.

Principals [at School E and Middle School] are okay. The one [at High School] is not. He don't like Indians period. The only time I ever had a private conference is when my children were suspended. I didn't like the attitude the principal had. The principal needs more training on understanding the Indian children. He isn't interested in Indians. We or I would like to have teachers in our schools who are willing and dedicated in helping our children learn.

[The High School principal] is too prejudiced.

[The High School principal] imposes outdated "Army" methods on young people. He has no understanding and no flexibility. Because he refuses to change ideas [he is not interested in parents' opinions].

[The High School principal] upsets Menominee children by upholding a white child whether they are right or not. He is very prejudiced. He would only listen to me out of duty not because he is interested.

[The High School principal] doesn't treat us [parents] like we are older or let us accept our responsibilities toward our children.

Blue Paper in Original

High School

[The High School principal] isn't doing [a good job]. He needs to be out. He's not interested in [the opinions of Indians]. Try talking to him!

[The School A principal] is good. [The High School principal] is not. The rules for students are not enforced. I met with him once. Nothing came of it. I had to take my child out of High School.

There is room for improvement in his [the High School principal's] job.

They'd just be doing their duty if they saw me. They [the principals] aren't really interested in Indians.

I went to an interview about detention [with the High School principal.] It was a good meeting.

The High School principal is not doing a good job. He doesn't listen to both sides of the story. For instance, if [an Indian] gets into mischief then he doesn't even give you a chance to hear your side of the story. Just because you are an Indian he condemns you right away without even giving you a fair chance. [I had a conference with him]. When you talk to him face to face he will listen but after you go then he will do just the opposite. [The principal is not interested in the ideas of Indian parents]. He will listen to the white parents and students before he'll listen to us Indians.

Blue Paper in Original

Parochial

[The Parochial principal] controls the children quite well. If I would talk to her she would be interested.

She did what she said she would and what I wanted.

I talked to her about the other kids fighting mine and got good results. She is real good.

[The Parochial principal] is trying very hard to do her duties as head of the school. I saw her, she was helpful and our differences were worked out.

[The Parochial School principal] has taught many children through the years. Many are graduates and fine upstanding citizens. [I saw the principal about] failing school work and low grades. [My daughter] brought up her grades, worked harder and is increasing in her elementary knowledge.

[The Parochial principal] is very well educated and qualified to teach. She does a very good job. She did what I asked about them doing. [My children] seem to get along well and are trying to get the subjects.

I've seen him quite a few times. He tries to do his best to see what they can do. He is quite interested [in what parents think].
[Miscellaneous].

Blue Paper in Original

SCHOOL BOARD CONTACT AND EVALUATION

I have no liking for the School Board. I can't see what good they do. I refuse to even talk about the School Board. I have nothing good to say about the [District Eight] schools.

The schools aren't doing as much as they should. I can't really see how it can be improved because White people have so much more to say or do about the way the schools are run. The representative of Menominee County is doing a very poor job.

Interviewer comment:

The respondent knew a lot about the school problems in Menominee County and felt they weren't much different than any other place where Indians are grouped. The respondents felt that until [Menominees] get a better person on the board representing Menominee County things won't be any better because the member on now is working against the Menominees.

I am satisfied with the schools and also the School Board. I don't think Indian education is necessary or even desirable.

Nearly half (42%) of the parents regularly voted in School Board elections. *Thirty-six percent had not voted in the last election. A few parents didn't vote because they felt the election was rigged [against the Indian candidates] or because there was no good candidate to support. Generally lack of transportation, new residence in the County or lack of information about the election were circumstances which prevented parents from voting. Most often parents said they voted to get Menominee representation on the Board.

	Voted	Did Not Vote	No Data
School A	7-23%	18-60%	5-17%
School B	18-55%	11-33%	4-12%
School A/Middle			
School	4-31%	6-46%	3-23%
School B/Middle			
School	3-60%	1-20%	1-20%
School A/High			
School	1-33%	1-33%	1-33%
School B/High			
School	3-100%		
Middle School	5-63%	3-38%	
High School	9-82%	1-9%	1-9%
Middle School/High			
School	4-80%	1-20%	
School A/Middle			
School/High Sch.	2-33%	4-67%	
School B/Middle			
School/High Sch.	3-100%		
Parochial/High School	1-20%	4-60%	
Parochial		15-100%	
Miscellaneous	3-38%	3-38%	2-25%

* Parochial parents have been included in this data. Although Parochial was not administered by a Board of Education, parents expressed opinions about District Eight's Board. They were concerned about District schools because their children would transfer to them after completing sixth grade.

If we didn't vote we wouldn't have any voice at all.

I don't vote. There are not enough representatives from Menominee County so it is a lost cause to try to vote someone in.

I voted because they had someone other than a white running.

I vote to boost our own County representative.

I wanted Indians on that Board. There should be more Indians on there!

I never know when the elections were held. The elections in Menominee County are not advertised enough.

I don't vote. You don't have no choice of who you want.

I voted once thinking this person would help the kids from this country. But she didn't though.

I don't vote. You don't have no choice of who you want.

I think it [the election] was rigged, so I didn't vote.

I voted because I wanted different members on the School Board.

Pink Paper in Original

Half of the respondents (55%-82) had no contact with School Board members. Twenty four percent (23) had discussed their concerns about education with someone on the Board.

Parents who had talked with Board members were most likely to perceive the Board as interested in Menominees opinions about education (57%). They also viewed the Board as disinterested more frequently than respondents who had not met Board members.

Perceptions of School Board Interest in Menominee Opinions

<u>Level of Board's Interest</u>	<u>Parents Who Had Talked With School Board Member(s)</u>	<u>Parents Who Had Not Talked With School Board Member(s)</u>
Definitely interested	20-57%	29-35%
Possibly interested		8-10%
Uncertain of Interest		12-15%
Disinterested	14-40%	23-28%
No Data on Interest	1 3%	10-12%
Total	35-100%	82-100%

I talked to [School Board members]. They are interested. They will always listen to any suggestions you may want to make.

[I talked with a Board member]. They were not interested because they never seem to listen to parents of the children who are having trouble in school.

[Respondent hadn't talked with a Board member]. When we got this organization [Menominee County Parents and Students for Better Education] they were willing to fight instead of listen. The Board is not really interested [in Menominees].

[When I talked to the Board] they told me I didn't know anything about education. They think they have all the answers to education. They are not interested.

They [The School Board members] are a representative group of civic-minded citizens conscientiously doing a community service. I've talked to them many times.

[Respondent had not talked with a Board member]. If the parent has a good idea that he can discuss with the Board, the Board [would be interested].

Blue Paper in Original

I talked to the Board. I got results. They listened. But I don't know if they did anything. Sometimes they do what they say and sometimes they don't do anything.

I talked to them [School Board] and nothing came of it.

They [Board Members] are only interested in their own [i.e. other whites].

When I talked to the Board nothing happened. We only have one member on the School Board and she don't do much.

If she [the Board member from Menominee County] had the backing of other members she might be able to do more. [Respondent talked with her and found her interested].

We would have more Indian members if the Board were [interested in Menominee children].

I've talked to the Board. I got the big run around with them. They aren't interested [in Menominees]. They never listen to the parents' side.

Blue Paper in Original

All I got from [the Board] is promises and smooth talk.

We [respondent and a Board member] only talked about how fortunate the school was for us.

They [the Board] listens to our problems and do their best to solve them. [Respondent had not talked with a Board member].

[I have talked with Board members] but not to my satisfaction. There was not a decent result to our conversation. The School Board doesn't care if the schools keep running or not.

When you talk to them [the School Board] they say "yes". But then when you go, they don't do it.

The Board tries and what more could be done. [Respondent had not talked with a Board member].

Blue Paper in Original

Nearly half of the parents believed the School Board was doing a "very poor" or "poor" job of running District Eight Schools. Their most frequent criticism involved insufficient representation of Menominees' on the Board and/or insensitivity to the needs and concerns of Indian children. One-fourth assessed the Board as "OK". They regarded the Board's performance as barely satisfactory. Fifteen percent believed the Board was "good" and acted in the best interests of Menominees. None of the respondents felt the board was excellent or that they were well represented on the Board.

Overall Evaluation of School Board

	Very Poor	Poor	Okay	Pretty Good	No Data
School A	9-30%	3-10%	6-21%	7-23%	3-10%
School B	11-33%	6-16%	12-36%	3-9%	1-3%
School A/Middle School	4-31%	2-15%	2-15%	4-31%	
School B/Middle School		2-40%	3-60%		
School A/High School		2-67%	1-33%		
School B/High School			2-67%	1-33%	
Middle School	1-13%		3-38%	4-50%	
High School	7-64%		2-18%	1-9%	
Middle School/ High School	1-20%	1-20%	3-60%		
School A/Middle School/High Sch.	3-50%	1-17%	1-17%	1-17%	
School B/Middle School/High Sch.	2-67%		1-33%		
Parochial			1-7%	1-7%	18-37%
Parochial/School A				1-100%	
Miscellaneous		5-63%			3-38%

I have no complaints about the School Board.

[The Board is] pretty much a rubber stamp for what the Superintendent does. They don't seem to know what's what. They are not really educated in education. Also they are only interested in a Middle Class education. The people on the Board don't even know education or what it means, especially what it means for an Indian.

Board representation is unfair to Menominee County because of election methods.

The Board doesn't seem to be helping. They seem to be interested in whites only.

There is too much representation from other counties [Shawano County] and not enough from here. As long as we have one member [from Menominee County] it would be better if there could be more opportunities to voice our opinion and more discussions [before the Board votes].

I've never seen anything they did to help me. I had problems and just got the run-around.

The Board doesn't really try to help our [Menominee] kids.

Pink Paper in Original

I think [the Board] is doing a responsible job. They all do their best.

The Board's [job is to] make decisions in connection with the school and its students. They aren't doing their job. They don't [consult] Menominees.

All [Board members] are qualified people. They know what they are doing.

The [School Board] seems disinterested in what goes on in schools of their district.

Some members could help Indians. But they don't.

We [Menominees] don't have enough voice or members on the Board.

There is not equal representation on the School Board for Menominees.

Menominees have to put up with them [the Board]. You can't do too much about them.

The Board is doing fine work.

Yellow Pages in Original

PARENTS EVALUATION OF SCHOOL CURRICULA

Nearly all respondents (97%) appeared to have given consideration to the educational needs of their children.

In the overall evaluation of curriculum, respondents most often recommended curricular changes in Parochial (57%), Middle School (33%), and High School (36%). The necessity for changes in classroom or school structure were most frequently cited by High School (25%) and Middle School (13%) parents. A few respondents felt the values transmitted in school curriculum should be changed. Overall dissatisfaction with curriculum was most often expressed toward School A and High School. [Many of the respondents' comments are presented in Appendix II]

Respondents evaluated the degree to which schools met their children's educational needs. They did not define education in the narrow sense, but broadly. Parents felt curriculum and teacher attitudes in High School (15%) and Middle School (40%) most often failed to meet the needs of their children. All respondents with exceptional children enthusiastically believed that the Special Education curriculum [at Middle School] met their children's educational needs. One third of the parents felt the curricula or methods of Schools A and B did not meet their children's educational requirements. All Miscellaneous respondents appeared satisfied with the affect of school curricula. One half of Parochial parents felt curriculum needed changes but that teachers and methods were appropriate.

Curriculum Changes Recommended by Menominee Parents

	School A	School B	Middle School	High School	Parochial	Miscel- laneous
Academic Curriculum Change	3-6%	5-12%	5-13%	1-3%	4-17%	1-13%
Add Menominee Culture*	4-8%	2-4%	6-15%	11-39%	2-10%	1-13%
Vocational Curriculum Change			2-5%	1-3%	3-14%	2-25%
Fine Arts Curriculum Change	2-4%	2-4%			1-5%	1-13%
Extra Curricular Changes					1-5%	
Changes in School or Classroom Structure	2-4%	2-4%	5-13%	9-25%		
Changes in the Values Transmitted in School	5-10%	3-6%	2-5%	1-3%		
Uncertain if Changes were required	3-6%	3-6%				
Other Changes	2-2%	2-4%		1-3%		
No changes necessary	11-21%	16-37%	14-35%	6-17%	7-33%	
No Data	10-19%	9-20%	6-15%	6-17%	3-14%	3-39%

* This does not include data from the section on Tribal Language and Culture [pp. 23-47].

ASPECTS MENOMINEE PARENTS "LIKED" AND "DISLIKED" ABOUT SCHOOLS

In High School there are far too many rules. There is too little time for the individual student to get their wind. [There is] no chance to relax. The lunch period is too short. These youngsters feel pushed and bullied. This school would improve immensely if the principal were dismissed. He is despised by both student and parents alike. He is biased, opinionated, and obstinate beyond any reason. If a parent should happen to get into his "inner sanctum" and not be pawned off on a subordinate, the parent is usually ignored, listened to indifferently, or talked down. No one knows a thing but the principal.

Middle School has a bit more relaxed atmosphere but the principal is immovable. His way is the only way. There is no talking to the principal as he simply stares over your head or at the wall and lets you know he's very bored by you, by your opinion, and is just waiting for you to wind down so he can tell you the way it is and the way it is going to be.

I feel that the students in all schools are kept at an unfair advantage. In the grade school the above average youngster is held down. The teacher doesn't "have time" to accelerate him; when he consequently loses interest, becomes bored, creates a disturbance or dreams, etc. he is a "problem child." Our students from School A and School B get to Middle School only to find they are behind the students from the Shawano schools. Yet they are expected to compete and keep up with the more advanced students. Why, for example were students in sixth grade in Shawano taught French and those in School A and School B not. Yet the Menominee County student going into seventh grade was put into these classes and graded as if they had had French before too. This is fair.

I would sum up my criticism of the schools by saying we have a few demagogical people running our schools. Regulations are far too many and mostly are for the teacher's convenience rather than the students good. Where else do students have to have quarter passes to go to the toilet?! The last I heard about bodily functions are still part of an adolescent's make-up and not too easily regulated to a made up schedule.

How many adults would work the schedule these schools put up for our youngsters? How many would consent to a twenty minute lunch period? Or to have every move regulated by some rule for eight or nine hours a day? And the homework is far too heavy. Too many teachers act as if there's was the only class a student has. And some base their grades on extra-curricular work; the high marks going to the boy or girl with enough time, money and resources to do extra projects at home

[The majority of parents] are not pleased with [District Schools]. Parents' opinions could count less. The [Menominees] are simply ignored.

It is hard to say [whether most Menominee parents] are pleased with District Eight Schools. All people are different. What some like other don't.

Menominees aren't pleased [with District Eight Schools]. No one follows through on the complaints of Indians. We are by passed by Whites. The school doesn't even listen. There is prejudice.

Well, they [the schools] try their best to teach our children. But there are some children and parents that just don't want to cooperate.

Menominees are a minority group. Not a majority. [District] schools don't do what we want.

I don't know the people well enough to say if they like District schools. I just moved here although I was born and raised here. But I know I'm not satisfied.

An education is what most parents want for their children. District schools give children a good education.

Green Paper in Original

Respondents were asked to identify aspects they "liked" and "disliked" about the schools their children attended. These data overlap with other sections in the report: Curriculum overlaps with Menominee Parents Evaluation of School Curricula; Teachers and Teaching Methods with Menominee Parents Attitudes Toward Administration with Menominee Parents Contact with and Evaluation of School Administration. The respective sections contain more complete data.

Selected parental comments [on liked and disliked aspects of schools] are presented on the colored pages in this section, others are contained in Appendix I. Some topics from the table on page 90 [i.e., class size, children liked or disliked school, physical plant, religious education, special education and other] need no explanation and are not discussed in the body of this report].

The attitudes Middle School and High School personnel held toward Menominee students greatly concerned respondents. Forty three percent of the respondents with children in Middle School believed that school personnel and/or policies discriminated against Indian enrollees. Thirty nine percent of High School parents believed High School personnel and/or policies were prejudiced against their children. The authors suspect the percentage of respondents would have been considerably larger if parents had been asked whether or not District or Parochial School personnel or policies were prejudiced against Menominees. However in the data we have discussed this question was not asked, rather parents spontaneously made statements indicating the existence of prejudice in the schools included in the study.

At least twenty five percent of the respondents with children in Middle School and High School believed the schools rules were too strict or unfairly enforced [i.e., the rules and violations of the rules were more frequently felt by Indian than White students].

Parents with children in the following schools: A (14%), Middle (18%) and Parochial (14%) and Miscellaneous (38%) most often complained about the negative effects other children had on their children. Behaviors mentioned were learning to swear, stealing, disrespect, a feeling of inferiority due to contact with White children and White children initiating fights. Some respondents especially liked the fact that in Middle School and High their children were coming in contact with and learning to get along with White children.

A few parents commented on the hot lunch programs offered in the schools. Those who liked the program mentioned its convenience and quality. Respondents who disliked the program objected to its quality and/or the cost of lunches.

Parents who disliked bus transportation were especially concerned about the fighting which occurred during transportation and the drivers' inability to properly control the behavior of his passengers.

Over half of the respondents with children in Middle School (56%) and High School (69%) objected to the location of these schools. Most of these parents wanted a Middle School and High School in Menominee County. They backed their desire with comments about prejudice in Middle School and High School or these schools failure in meeting the needs of Menominee youth.

The High School should be in Menominee County.

We have no choice but to like [where High School is located]. We have no High School here [in Menominee County]. We need one to really help our [i.e. Menominee]kids.

I wish they [Menominee County] had an elementary school that went higher.

I think there is too much discrimination in Shawano.

Menominees need their own Middle School and High School right in town.

Aspects Parents "Liked" and Disliked
About the Schools Their Children Attended

	School A	School B	Middle School	High School	Parochial	Misc.
Curriculum - Like	12-23%	4-9%	15-38%	17-28%	5-24%	
Dislike	6-11%	3-6%	2-5%	3-8%	1-5%	1-13%
Teachers - Like	1-2%	3-6%	2-5%	3-8%		
Dislike	12-23%	5-12%	7-18%	12-33%		2-25%
Teaching Methods-Like	5-10%	4-9%			2-10%	1-13%
Dislike	5-10%	1-2%	3-8%	1-3%	1-5%	
Administration - Like				1-3%		
Dislike	1-2%		7-18%	10-28%		
Rules - Like						
Dislike			10-25%	10-28%		
Attitudes Toward Indians - Like		1-2%	1-3%	1-3%		
Disliked	3-6%	2-4%	17-43%	14-32%	1-5%	1-13%
Other Students - Like						
Dislike	7-14%	2-4%	7-18%	4-11%	3-14%	3-38%
Children Liked School	1-2%	3-6%	2-5%		1-5%	3-38%
Disliked School	1-2%					
Class Size Liked						
Disliked	2-4%			2-6%	1-5%	
Physical Plant Liked	1-2%		1-3%	3-8%	2-10%	
Disliked		1-2%			2-10%	
Lunch - Liked	2-4%	3-6%	1-3%			1-13%
Disliked	2-4%	3-6%		1-3%	1-5%	
Location - Liked	39-75%	27-61%	5-13%	10-28%	7-33%	8-100%
Disliked	3-6%	1-2%	26-56%	25-69%	8-5%	
Bus Transportation-Like	1-2%	1-2%				1-13%
Dislike	2-4%		1-3%	1-3%	2-10%	
Religious Education Liked					10-52%	
Disliked						
Special Education-Like			3-8%			
Dislike						
Other - Liked				2-6%		
Disliked	4-8%	2-4%	1-3%			1-13%

Interviewer comments:

The mother felt that teachers watched her children and belittled them. She didn't want to go through channels concerning school matters. She constantly said, "I'll take care of my kids personally in all school manners. She's against students learning to live in school and feels they should be taught the three "R's". [School A, Middle School, High School]

I find much understanding and cooperation with the teachers. I am pleased with the schools except for the principals. They could improve their feelings toward Indian students. [School A, Middle School, High School]

No one confers with the Indian parents. [High School]

High School and Middle School can't control the behavior of kids from town [i.e. Shawano].

Parents would appreciate more cooperation and less criticism from school personnel. [School A, Middle School]

Pink Paper in Original

Interviewer Comment:

This mother likes [Middle School] because it is a higher recognized school in the state. She says some rules concerning our Indian children are too strict, such as short skirts, White children's skirts are the same length and nothing is done to them. [Middle School]

Teachers are a little prejudiced. They never want to help the child out with a few problems. [Middle School]

Interviewer comment:

The respondent liked [Parochial School]. She had no trouble with any of them and was interested in education. [Parochial]

Interviewer comment:

[The respondent] was quite bitter about all the trouble that is happening [i.e. The Menominee County Students and Parents for Better Education]. She couldn't see why all the Menominee people were not satisfied with the District Schools. [School B]

I like [Parochial School] but District Eight Schools are out. I don't want my kids to go there.

yellow Paper in Original

Some children are made to wear certain clothes - like pants, shoes, shirts, belts. Some pants are made to wear without belts. It seems as though they should be accepted as long as their clothes are neat and clean. A lot of times the children are sent home because of long hair. Some parents can afford more for their children than others. [Middle School, High School]

I'm satisfied [with School B] but at Middle School, I have had disagreements with the Principal and the High School Principal too. [Middle School, High School]

Interviewer Comment:

This parents seems satisfied with the system. But said she never thought much of it. She hopes maybe schools could get better as time goes. [School A]

Interviewer Comments:

This mother isn't too happy with Middle School but said the other [District Schools] seem to be okay. She has mixed feelings regarding the schools in this area due to discrimination against Indians. [School A, Middle School]

Green Paper in Original

Shawano High School has more special classes and modern equipment than Menominee Schools in Menominee County. But the teachers there are too prejudiced against the Indians. That is why I have my children enrolled at Gresham. The principal of the High School didn't or wouldn't take the time to listen to us when we went down there to see him about a problem that [my child] was having in class. He said that the schedule was already set up and they couldn't change it for one student. But where the same problem came up with a White student they let her change her schedule. But not for the Indian students. When one of the Indian boys is good in sports and makes the varsity team they never let them play but a few minutes in each game. They'd rather a White boy played because his parents happen to be an influential businessman in Shawano (even though) his son was no good at the certain sport. They are also very prejudiced in other respects. [High School]

I am having trouble with [my child] at the High School. She seems to start her own trouble when she feels alone. She wants to quit school after another year to help out at home. My husband is trying very hard to get the kids a good education. When my older kids were in school they always talked about prejudice in school. But now you know it is there. It was never like that before. The prejudice is getting out of hand in the schools with the teachers. They don't try to understand Menominee students or try and help them out with some of the work. The work at some of the schools is pretty hard. I want a school for Indians only. That way they will stay in school. And they are around Indians so this means more understanding of each student. [High School]

Pink Paper in Original

The children seem to like [School A]. But they are dreading going to High School. The schools are over crowded. [School A]

Interviewer comment:

The mother felt strongly about the way some teachers were 'outright mean' to the students in School A. She said that if the Indian students had a place to talk to their student counselors in private that maybe the students could be helped with problems before ill feelings or trouble got started. While she was fair in her talks, she spoke with deep feeling about the tension between Indians and White students and about the misunderstanding between students and teachers at Highschool and Middle School. Also, the inadequacy of the Menominee representative on the School Board. [School A, Middle School, High School]

Interviewer comment:

After the interview [the parent] said she hoped her children don't have a lot of problems at High School when they get there. Now they are all in public school at School B and are doing good. She also said she goes to a lot of meetings about the schools. And that there is prejudice toward Indians at Middle School and High School in Shawano. She wants her children to do good at the schools but if they have prejudice it wouldn't help them at all. She felt that prejudice was where her or anyone else's trouble began. Teachers should help children that are having trouble. Instead of putting Indians to one side and forgetting them.

Yellow Paper in Original

Interviewer comment:

[The mother] said that her children come home and say they don't get enough to eat in School B's hot lunch line. There was trouble with one child's teacher. The teacher always made [the child] last to do things in school like calling on her when she knows the answer. [The mother] wanted her children out of the public schools if this didn't change. She had some children in foster homes outside the County where there weren't too many Indians going to school. They get along fine. But here at School B, there was too much prejudice with the teachers. Teachers should change or they wouldn't have a public school up here if teachers in the County are prejudiced. [School B]

Interviewer comment:

She is well read on the school and knows just about how it is run. I think she is really satisfied and liked the school. [School B]

Interviewer comment:

These people want higher education for their children. But they also want to be understood at school. They say they don't get it now. Interview was very good, also these people are concerned about the schools and the teachers work. [School B]

Interviewer comment:

This parent is satisfied with the school. She seems to be up on all the staff, she knows just about all she should about the school. [School B]

Green Paper in Original

My children are still young yet, but I am dreading when they have to go to schools outside our home town here.
[School A]

[Parents] should not expect the school to do the job parents should be doing when [their children] are not in school. [Middle School]

Interviewer comment:

This father showed much knowledge of what is happening in the schools especially to children. He couldn't see why the teachers at High School would be so prejudiced against the Indians. He is not a Menominee, but a White man. He said 'the teachers at High School don't take enough time with the Indian students so that they get the full value of the lesson and what the reason for going to school is. It is not to be just obeying all the rules and regulations. But to learn something so they can be equipped and qualified to meet the outside world when they graduate from school and are able to cope with everyday problems which will arise. It is also to get good paying jobs and be somebody to be looked upon instead of being called old dumb Indians that don't know any better.' He hoped his children would go on to college for they are all getting good and better than average grades now. But he didn't think he'll be able to afford to send them all. But whatever they choose he just wants them to be happy, and successful in whatever they choose. The mother has the same attitude as her husband and she is a full blooded Menominee.

Yellow Paper in Original

APPENDIX I
ASPECTS PARENTS "LIKED" AND "DISLIKED" ABOUT THE SCHOOLS THEIR CHILDREN ATTENDED

CURRICULUM

Liked

School A:

Head Start is good. The School is okay.

The School curriculum is good.

My children get a good education.

I like the trips. [My child] is learning things she would not get at home.

The kids are getting an education. [Two responses]

[My child] gets proper schooling. [Three responses]

The children learn more. The schools [here] are more advanced.

The teaching.

The school has good material.

School B:

[My children] learn more.

My girl learns things and does good in school.

I think it is doing a lot for my children.

I think that they are further advanced than the average school.

My children couldn't get a better education in District Eight.

Children learn more [at School B] than at the Catholic School.

Middle School:

Getting an education. [Two responses]

The children learn more. The schools are more advanced.

My children couldn't get a better education in District Eight.

My girl can participate in extra curricular activities.

I have nothing against the school my grandson attends.

The school has good credits and subjects.

The special education classes. [Two responses]

Special education is wonderful.

My child is a student in special education. He has learned a lot more from when he was in regular classes.

Just that the kids are getting educated.

[The children are] learning the things that they really should know. I think the school has no equal.

It offers a fair selection of subjects so the children should be getting a good basic education.

Middle School is a credited school.

High School:

High School is supposed to be one of the best credited schools in the area.

It's higher rated than most schools in our area.

It is a credited school.

It is part of one of the best public school districts in the state. It is rated as one of the progressive districts.

The good education [my children get]. [Two responses]

Good school courses and good athletic activities.

Good credits.

Class subjects.

Children are learning the things that they really should know.

Parochial.

The classes are good. [Two responses]

The children really learn.

The regular subjects are good.

It is pretty good. The children are still going.

Dislike

School A:

Too much art work. Not enough lessons. Too much physical education.

Menominee schools aren't up to par at grade level [like other District schools].

The students are behind other schools in District Eight. [Two responses]

School B:

The Catholic religion is not being taught in the public schools.

We feel that our schools in Menominee County aren't too bad until we find out that they grade level of our children are lower than others in District Eight and wonder why.

This schools is so far behind the others in the District.

High School:

The curriculum has no meaning to Indian people's lives. All teacher are White.

High School kids get nothing at all from school.

Parochial:

Kids don't get enough education. They seem to get pushed through if they know grades or not.

Miscellaneous:

There are not enough vocational subjects.

TEACHERS

Like

School A:

The teachers are good. [Two responses]

School B:

The teachers are real friendly. They make the children really at ease.

The disciplinary attitude they have toward the child is good. They make the children respect the other persons feelings.

High School:

I like the teachers.

Parochial:

There is good supervision [of children]. Teachers are excellent.

The Sisters and Priest are very qualified on school work and religious matters.

The school teachers try their best to give individual attention.

Dislike

School A:

Teachers don't try to listen to the kids part of it.

There is not enough discipline on the teachers part.

There are not proper teachers in School A.

One teacher who I would rather not mention is cruel to her class. She constantly yells at children and will even slap them.

It is only some of the teachers I don't like.

Some of the teachers are too strict to some children and not to others.

[Teachers] don't discipline enough.

The teachers can be pretty cruel. The way they run their kindergarten is poor. It should be all day so children can grasp the education they should be getting.

I don't like the attitude of some of the teachers.

I don't like [respondent named a teacher]. She's old and can hardly speak clearly. So how can a child understand her?

School B:

A teacher brought [my daughter] home three times. [The teacher] claimed she was too immature for program. Yet she can color, and count, etc. The teacher couldn't handle [my daughter] and nephew at the same time. They have always played together.

Teachers say things that hurt the kids feelings sometimes.

The supervision in play and in the bathroom should be better.

Sometimes the teachers don't like childre. Then they [children] come home with awful language.

Middle School:

The prejudice of the Shawano teachers.

Teachers should have more discipline.

They say things that hurt the kids feelings sometimes.

The teachers are prejudiced at Middle School.

High School:

The teachers can be pretty cruel.

We should have our own schools. Most of the teachers could be better.

Teachers -- [child] suspended once, White boy started fight. No teacher supervised suspension.

Lack of understanding on part of school personnel for needs of Indian children. Curriculum which have no meaning to Indian people's lives, all White teachers. Outdated rules, White middle class values imposed. Establishment operates school as a dictatorship. Lack of counseling and encouragement to participate in everything school offers.

The High School Home Ec teacher picks and picks at [my daughter] just because she's an Indian. The teacher is very prejudiced against all Indians.

Parochial:

Some of the teachers should be changed.

Miscellaneous:

Because she doesn't take showers and they say she stinks.

I don't like the public schools. We never get help from the teachers and no understanding from them at all.

TEACHING METHODS

Liked

School A:

The special attention children get. [Two responses]

The understanding [teachers have toward my child] and teaching methods.

[The good] teaching methods. [Two responses]

School B:

Children are taught the way I think they should be.

I like the way teachers are doing good with the students.

The teacher is really interested in giving pupils special attention.

The teachers are doing all they can to educate my children.

Parochial:

The teachers are able to help children individually.

The school teachers try their best to give individual attention to all their students.

Miscellaneous:

The discipline and methods are good.

Disliked

School A:

Teachers don't have enough time for students.

Teachers should have more discipline.

Teachers lack real interest in children. No consideration is taken of a child's individual difficulties.

Middle School:

Teachers should have more discipline.

Teachers lack real interest in our children.

Parochial:

Teachers are lax in disciplining students.

ADMINISTRATION

Disliked

Middle School:

[My son] lost ten points for bangs in his eyes and being late for class. The Middle School Principal objects to allowing another son to wear a tie which comes with a shirt.

The two oldest fail to please or gain cooperation with the principal.

RULES

Disliked

Middle School:

The children should be allowed to enter any type of class, regardless if it is for boys or girls, if they want to learn that particular subject.

The rules about clothing are too much.

When [children] get into mischief [at school] the principal punishes and suspends them for three days. The principal sends you a letter and tells you what to do to them. It is like dictating to you.

Outdated rules. White middle class values are imposed by them.

Some rules and regulations.

I don't like when they suspend a child from classes. The school should make them do something extra for punishment.

I don't like the idea of the dress idea. They have a dress up day, and my child is dressed good every day.

Students follow rules or go on detention. Which is our big problem with the school.

High School:

Menominees would like more consideration concerning dress rules. At least keep them equal [for Whites and Menominees].

ATTITUDES TOWARD INDIANS

School A:

Disliked

The schools are against the Indian children. No matter what school they go to we have a lot of trouble with the school over my children. [It is] with teachers mostly.

Middle School:

The prejudice especially at Shawano.

It is hard for an Indian child to get along in the Shawano schools.

Teachers and principals of schools could improve. Prejudice is much too obvious.

I feel as though the Indians and Whites aren't treated equal as far as rules are concerned. With Indians they seem stricter.

Not enough understanding.

They just figure that you are from a reservation and treat you like that.

I feel badly because my child feels she is not good enough to compete with the White man.

High School:

Teachers and principals of schools could improve prejudice.
It is much too obvious.

There is not enough understanding [of Menominees]. There
is a bad attitude toward us.

I feel as though the Indians and Whites aren't treated equal
as far as rules are concerned. With Indians they seem stricter .

Prejudice against the Indians.

Just that all the teachers are so prejudiced.

Caucasians dislike of Indians. Whites and Indians are not
treated equal.

OTHER STUDENTS

School A: Liked

[My child] gets along very good and is well liked.

School B

[My child] is well liked.

Middle School:

[My children] are learning to get along with Whites.

[My children] get to know other children from other communities.

[My children] get to mix with other kids.

Parochial:

[My child] gets along fine with other children.

Miscellaneous:

[My children] have more friends at this school.

Dislike

School A:

The other kids steal things like boots, tennis shoes and hats from my child.

The children fight in school and on the busses.

Children steal clothes out of the hallway.

Middle School:

Prejudice from other [i.e. White] students.

The children fight at school, especially Indians and Whites.

Miscellaneous:

My child doesn't like to take showers at school because the kids urinate on him.

CHILDREN LIKE SCHOOL

School A:

I'm glad they like school. They are getting along real good.

School B:

The kids like it and that is good.

The children like it and that means a lot. I don't have no trouble sending them to school.

Middle School:

As long as my child likes [Middle School] and gets along, I like it.

High School:

Everything seems to be all right. My child does not seem to have any trouble with her teachers.

Miscellaneous:

[My child] likes and speaks well of his teachers.

CHILDREN DISLIKE SCHOOL

School A:

My child doesn't like his school.

CLASS SIZE

Liked

No responses.

Disliked

School A:

The Kindergarten teacher should have teachers aides because the class is too large.

There are too many children in the classroom. I think it is hard for a teacher to handle 25-30 students.

High School:

[Menominee County] should have its own schools. Most of the classes are over crowded.

Parochial:

They could have more teachers. Two grades in one classroom is too many.

PHYSICAL PLANT

Liked

School B:

The school building could be more modern.

Parochial:

There are no fire escapes on the building.

The heating system is poor in the Winter time.

Liked

School A:

It is an all modern school.

Middle School:

It is a nice building.

High School:

The building is new.

Parochial:

The facilities are modern.

It is kept neat.

The newer construction and building improvements.

The school is modern and well kept up.

LUNCH

Liked

School A:

I like the hot lunch program since the prices were cut. We paid \$4.50 a week before and it was kinda hard with our low wages.

Hot meals.

Good hot lunch.

School B:

Lunches are provided. [Two responses]

Middle School:

Good hot lunches.

Miscellaneous:

The hot lunch program. [Two responses]

Disliked

School A:

The [cost of] school lunches should be regulated according to size of family.

School B:

For one thing the lunches are bad. Something should be done about them.

Sometimes my children complain about hot lunch.

BUS TRANSPORTATION

Liked

School A:

The bus transportation is good.

School B:

Bus transportation is provided.

Miscellaneous:

Bus transportation is good.

Disliked

School A:

I don't like the bus services. The driver should provide more order and discipline. [Two responses]

Middle School:

Busses should be provided for extra curricular activities, such as plays.

High School:

Busses should be provided for extra curricular activities.

Parochial:

The bus arrives too early.

Transportation supervision is very lax.

RELIGIOUS EDUCATION

Liked

Parochial:

The religious aspect. I feel that the Sister, teacher and Priest are more qualified than I on these matters, (small classes) so the teacher is able to help individually.

Just that it is a Catholic School.

Gets her religious training at school.

The only Catholic School around here.

[Son's] school gets religious training as well as regular subjects.

OTHER

Liked

Middle School:

I like it cause they learned how to treat me better, they were real sassy and smart to me, but now they act better to me.

High School:

The fact that the schools are able to find room for the Menominees.

Disliked

School A & B:

Our complaint would be centered more at the District and its management rather than School B or Middle School.

School A:

The library is good.

Middle School:

Good truant officer.

CURRICULUM CHANGES RECOMMENDED BY MENOMINEE PARENTS

ACADEMIC CURRICULUM CHANGES

School A:

Add penmanship drills

Include more about American History than about up to date problems.

[My children] should be getting elementary science. They had it at another school and really enjoyed it.

School B:

Add some foreign languages like French or Spanish.

Children are not learning enough. There should be special classes for slower kids.

There should be more general studies. [Two responses]

Middle School:

No homework is sent home. Children should work more in school.

High School:

The curriculum is lacking in composition writing.

Parochial:

More time should be spent on the ABC's.

There should be more emphasis on spelling and reading.

Stress better penmanship, better study habits and things that will help children in High School and college.

Miscellaneous:

Children should learn about current events. They don't know any of that stuff.

ADDING MENOMINEE CULTURE

School A:

More about Indian culture.

[My child] should be learning Indian history.

The Menominee language should be taught.

Indians should be getting some instruction in their own tribal background and language.

School B:

Children in grades 1-5 could be taught more of their Indian culture and possibly their language. This is the best time to learn the language. It would also help them decide whether or not he wished to pursue some as electives during Middle and High School.

Teach the true history of the American Indian.

Middle School:

[My child] should be learning Indian history.

Teach the Indian language.

Teach the true history of the American Indian

Add Indian Arts and crafts classes.

High School:

The Menominee language.

Teach the True History of the American Indian.

Add Menominee Indian background and language.

Children should learn better things in Indian History. Not only about wars.

The history books shouldn't say Indians are savages

Parochial:

Teach Indian arts and crafts. [Two responses]

Miscellaneous:

The American History of Indians today should be taught.

VOCATIONAL CURRICULUM CHANGE

Middle School:

More training in different trades to prepare [students] for jobs later.

I would like nurse's aide training for [my child].

High School:

All students could use typing classes sooner.

Parochial:

Add the basics of Home Economics.

Boys should have work shop.

Have machine shop classes.

Miscellaneous:

More vocational classes like shop work.

Vocaitonal classes should start at ninth grade so kids get a few years of shop work. [Then] they will be prepared for what they want when they finish high school.

FINE ARTS CURRICULUM CHANGES

School A:

More music and art.

[Add] music [classes].

School B

Add Music.

Parochial:

Add music.

Miscellaneous:

More music.

EXTRA CURRICULAR

Parochial:

Be able to participate in sports.

CHANGE SCHOOL STRUCTURE

School A:

I think the classes are too over crowded.

[Children] should get more attention so they can learn more and learn it the right way.

School B:

More discipline. These children need more of it. It should be taught in school.

Help from the teacher so [my child] can keep up with the class. He is a little slower. Has to be pushed to get things done. He can do it.

Middle School:

More attention [from teachers] so they can learn more.

High School:

More attention [from teachers] so they can learn more.

That he should like himself. A good image of himself and of Indians. A chance to experience successes constantly and not just defeats

CHANGE VALUES TRANSMITTED IN SCHOOL

School A:

Recreation and how to play with other children.

How to behave better.

Christian religion.

Manners and a little religion.

Courtesy, kindness, patriotism, manners, history, pride.

School B:

Just the regular Catholic religion. [Two responses]

They should learn how to try and be nice to other people. Right now they don't know how to do that.

Middle School:

Manners and a little religion.

Courtesy, kindness, patriotism, manners, history, pride.

High School:

The curriculum is varied and adequate. But all schools could revive respect for the flag and God.

OTHER

School B:

Special classes should be held for those who are sort of slow to learn.

I like the school and think the system is fine, but I would like to see arrangements made to have religion instructions given by someone qualified. They have to have instructions once a week at Catholic school. It would be easier if a teacher went to public school.

High School:

I think children should be able to work part time on programs to help them regardless of how big or small family income is.